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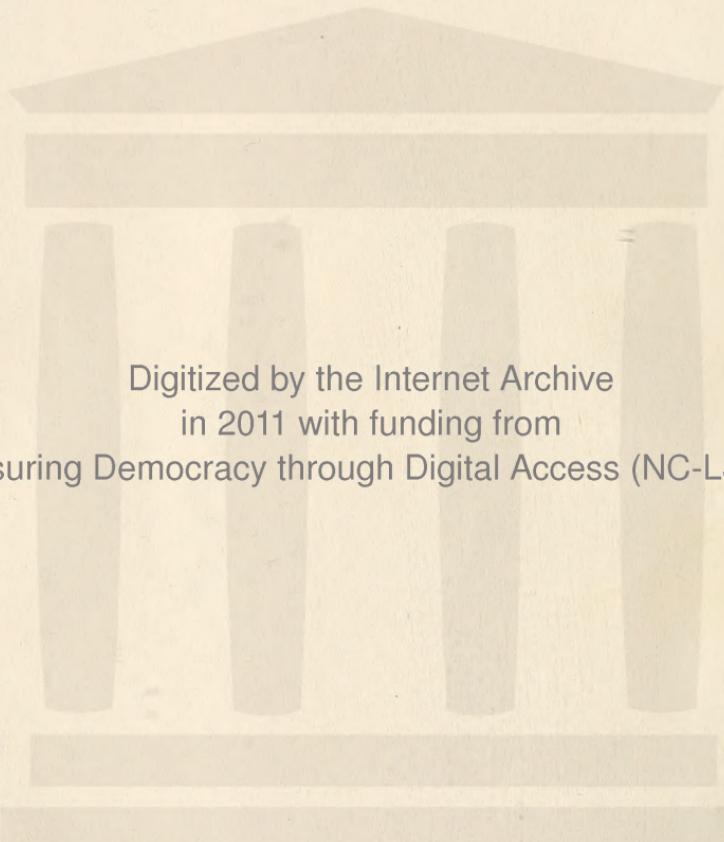


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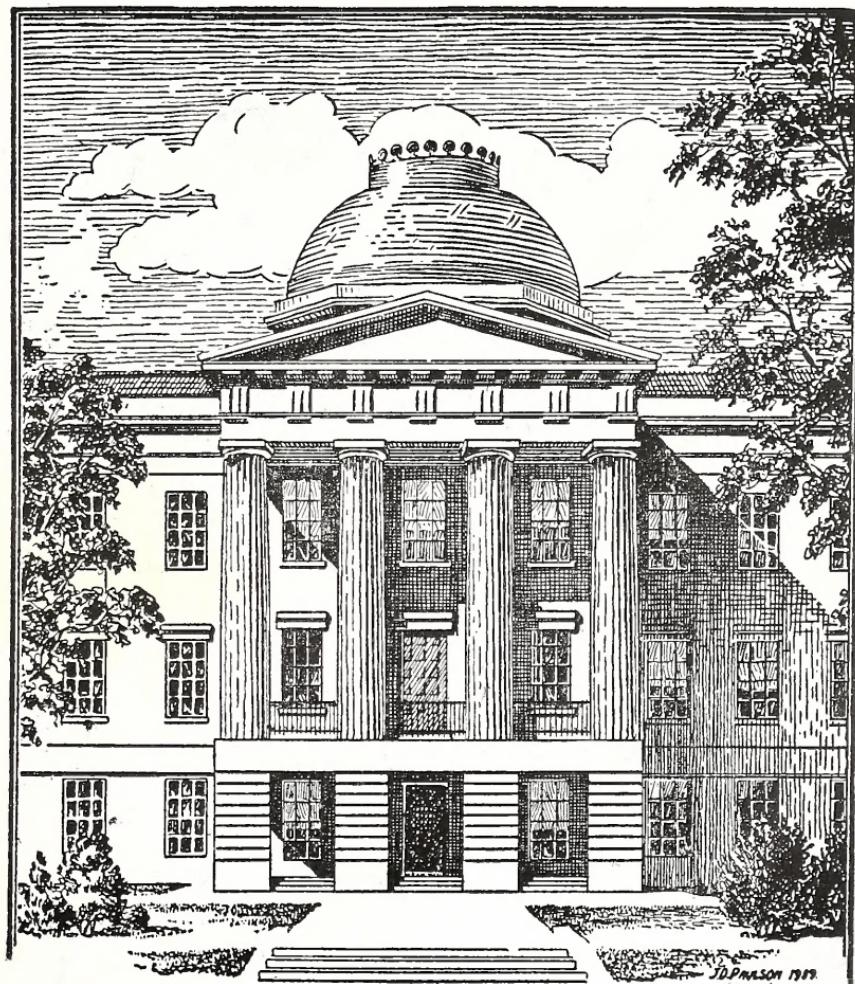


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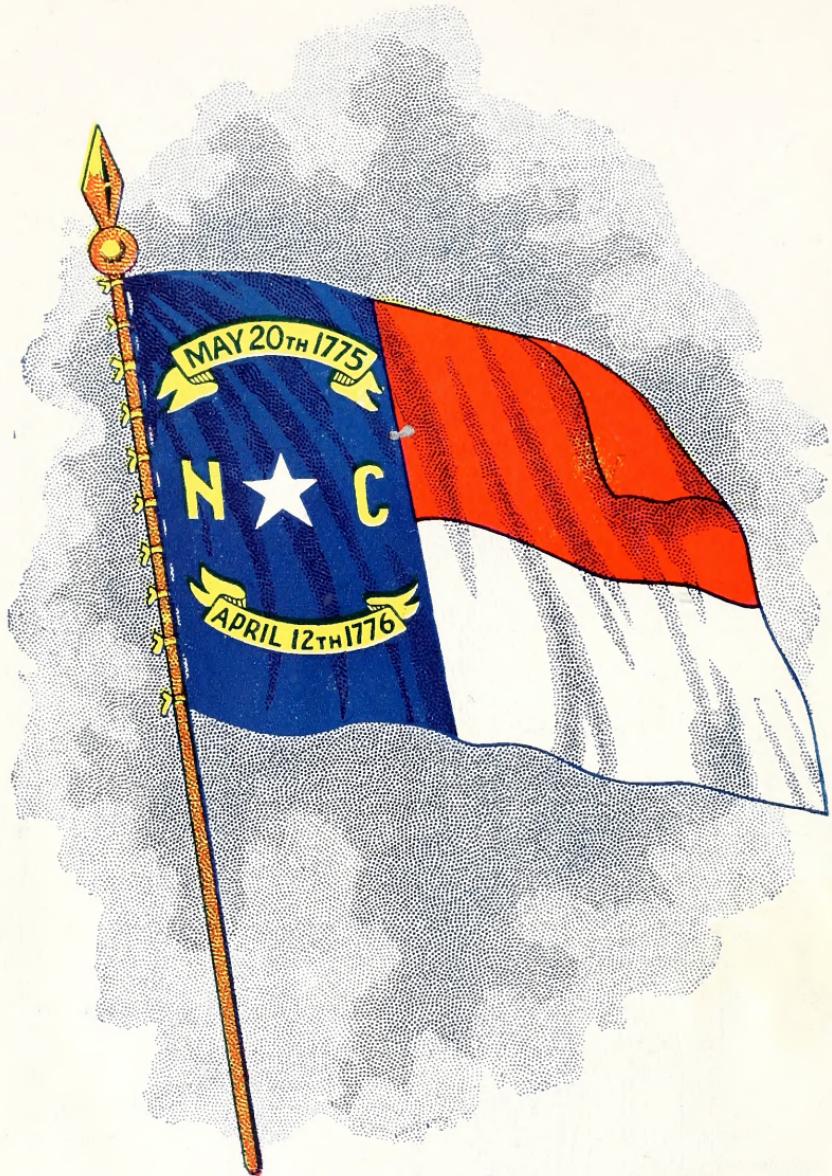
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# 787 P

# Studying the State of NORTH CAROLINA



ISSUED BY THE  
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION  
RALEIGH, NORTH CAROLINA



### THE STATE FLAG

The model of the flag as used today was adopted in 1885. It consists of a blue union containing in the center thereof a white star with the letter N in gilt on the left and the letter C in gilt on the right of the star. The fly of the flag consists of two equally proportional bars, the upper bar red and the lower bar white. The length of these bars is equal to the perpendicular length of the union, and the total length of the flag is one-third more than its width.

Above the star in the center of the union is a gilt scroll in semi-circular form, containing in black the inscription: "May 20, 1775," and below the star is a similar scroll containing the inscription: "April 12, 1776." This first date was placed on the flag to mark the signing of the Mecklenburg Declaration of Independence. The second date marks the day on which the Halifax Convention empowered the North Carolina members of the Continental Congress to concur with the delegates of the other colonies in declaring independence.

# Studying the State of NORTH CAROLINA

## SUGGESTIONS FOR TEACHING THE SOCIAL STUDIES



Prepared by  
*by Arnold*  
H. ARNOLD PERRY  
Associate, Division of Instructional Service  
with the  
Assistance of teachers and administrators  
in the North Carolina Public Schools

ISSUED BY THE  
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION  
RALEIGH, NORTH CAROLINA  
1946



Bayard Wootten.

### ST. THOMAS CHURCH

Erected in Bath in 1734 St. Thomas Church is the oldest church building in the State. This quaint structure was supposedly constructed of bricks imported from England. The doors are handmade and pegged. The wooden pews within are cut by hand and arranged on platforms at either side of the church. Underneath the floors are graves of early settlers, interred beneath the edifice for fear of Indian raids. On the altar are silver candelabra presented by King George II of England. A church bell given by Queen Anne still calls worshipers to service.

Bath, the oldest town in the State, was incorporated in 1705 and numbered among its early inhabitants Governor Eden, John Lawson, the early historian and surveyor-general, and the notorious pirate, Blackbeard.

*Do your pupils know the old landmarks and interesting local history of their community?*

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### THE CHARLES BRANTLEY AYCOCK STATUE

The photograph shows a group of pupils from the George Watts Elementary School of Durham pausing in the midst of a school journey to the Capital to pay homage to North Carolina's crusader for universal education who championed "the equal right of every child born on earth to have the opportunity to burgeon out all that is within him." The statue of Charles Brantley Aycock, governor, 1901-1905, which was a gift to the State made by friends and children enrolled in the public schools was unveiled March 13, 1924.

*School journeys such as these pupils are making have important educational values when properly planned and conducted. What points of interest in your community should your class visit?*

## **FOREWORD**

What should pupils know about North Carolina? In what grade should the study of the State be placed? These questions have confronted curriculum makers in North Carolina for a long time. In 1942 the Central Curriculum Committee of the Twelve Year Program Study attempted to give some partial, tentative answers to them. In effect the Committee said: "Children should know the basic history of the State, something about its geography, government, art, music, and literature. They should learn about the State's noteworthy achievements and understand the major problems it has faced and the ones now before it. They should appreciate the challenging opportunity which life in North Carolina affords."

This publication has been prepared to help teachers provide a satisfactory course of study for pupils in their effort to gain a wider knowledge of the State. It gives a suggested outline of what should be taught in the various grades and describes suitable learning activities and teaching procedures. If it is properly used, I believe it will lead to a saner patriotism and a more intelligent citizenship.

Appreciation is expressed to Dr. H. Arnold Perry of the Division of Instructional Service, who prepared the bulletin, and to others who assisted in the work. I commend it heartily to the teachers of the State with full confidence that they will use it optimally for the development of good citizens of North Carolina.

*State Superintendent of Public Instruction.*

July 17, 1946.

## PREFACE

It is not enough for boys and girls to know what the Governor of North Carolina is supposed to have said to the Governor of South Carolina, what the two dates on the flag mean, or the meaning of "Esse Quam Videre." These and other details are simply a part of the story of a great State, a grand story with which every intelligent citizen should be intimately acquainted. Therefore, the essential facts about North Carolina should be taught in all our schools as a background for straight thinking about the problems which confront all citizens, young and old alike.

This bulletin will suggest to school administrators and teachers the value of abundant materials. Textbooks are not enough. All sorts of materials—textbooks, magazines, newspapers, maps, charts, graphs, motion picture films, radio broadcasts, museums, field trips, excursions—should be made available and utilized for the enrichment of this course in the Social Studies. There should be a shelf of North Carolina materials in every library and in every school room. He who is ignorant of the facts about his own State has been robbed of a vital part of his legitimate inheritance, for the obligation of the school is the adjustment of the student to the spiritual possessions of the race, institutional and otherwise.

It is not enough to sing "Carolina! Carolina! Heaven's blessings attend her." The prayerful petition should accompany a dynamic attitude born of a knowledge of the State's history, its resources and its opportunities, and a determination on the part of every citizen to make it "As happy a region as on this side of heaven."

J. HENRY HIGHSMITH, *Director*  
*Division of Instructional Service.*

## **ACKNOWLEDGMENTS**

This bulletin is in large part a revision of State Department of Public Instruction Publication Number 217, *North Carolina: Suggestions for Applying the Social Studies*, which the writer prepared in 1939. When the supply of that publication became exhausted, insistent demand prompted this bulletin which carries several new features, gives more up-to-date information, and which is revised in accordance with the Twelve Year Program.

In preparing this material I have been greatly assisted by classroom teachers who have shown a real interest in the social studies in general and in the study of the State in particular. Teachers in the fifth and eighth grades were especially helpful. More than 200 eighth grade teachers responded to a questionnaire sent out asking for appraisal of the former bulletin and for suggestions for a new one. Many of them sent in illustrative units of work. To all who helped in these matters and to the many teachers and administrators whom I have visited and conferred with about teaching problems, I wish to express my sincere appreciation. For those whose illustrative materials are used acknowledgment is made within the text.

For encouragement and practical help I want to thank Dr. Clyde A. Erwin, Dr. J. Henry Highsmith, and my colleagues in the Division of Instructional Service.

Special mention should be made of the assistance given by certain other individuals, particularly Dr. C. C. Crittenden, Director of the State Department of Archives and History; Mr. Harry T. Davis, Curator of the North Carolina Museum; Mr. Philip Schwartz, of the Department of Conservation and Development; members of the North Carolina Council for the Social Studies who responded to a request for a statement on the study of the school's community; and Prof. J. D. Paulson, Mr. Bill Sharpe, and Mrs. Bayard Wootten who helped with illustrative material.

For painstaking care in reading the manuscript and for many valuable suggestions regarding format I am especially grateful for the help given by Mr. L. H. Jobe, Director of the Division of Publications.

H. ARNOLD PERRY,  
*Division of Instructional Service.*



### THE BIRTHPLACE OF AVIATION

On December 17, 1903, at Kill Devil Hill near Kitty Hawk on the North Carolina Outer Banks Wilbur and Orville Wright made the first successful flight ever accomplished in a power-driven airplane. The site is now marked by the national monument shown above. At night the tower serves as an airway beacon, the light from which reaches out to strike nearby Roanoke Island, scene of the first English attempts to colonize the New World and birthplace of Virginia Dare, first child of English parents born in America.

*Do your pupils appreciate the historical significance of the important events in North Carolina's past?*

## **INTRODUCTION**

This publication has been prepared to help teachers in the public schools of North Carolina who are seeking new ideas, helpful material, and suggestions as to procedure in teaching the social studies as applied specifically to North Carolina. The suggestions herein are directed mainly to teachers in the elementary schools. High school teachers, however, should find some of the suggestions helpful, especially those relating to materials for teachers and pupils. It is hoped the bulletin will stimulate teachers to learn more about the State in order that they may guide and direct the study of their pupils more intelligently.

All phases of life in North Carolina present a rich field for work in the social studies. For example, our State is rich in history. Here took place the first English attempts at colonizing the New World, and here American patriots first voiced their discontent with the tyranny of foreign rule. Located on our coast is the birthplace of aviation, and throughout the State one may find other places of historic interest and significance. Contemporary North Carolina is a vortex in the stream of American industrial life which attracts new enterprises in a twentieth century industrial revolution. Here, in fact, is the story of a triumphant democracy wrested from the wilderness and the annals of a people risen in exultation from the ashes of a great civil war. The history of the State presents a picture of an invincible citizenship facing the future steadfast and unafraid. In every period of our history may be found the materials of inspiration for the youth of a great and growing commonwealth. Likewise, here are those materials of the past which make possible a more accurate interpretation of the present.

Ours is a State of almost infinite geographical variety; here the mountains of our West raise their cloudwrapped heads a mile into the sky to present a vista of scenic grandeur, while the broad coastal plains of our East emerge from the waters of a great ocean to bring forth agricultural crops in grand profusion; and here the rolling Piedmont with its wealth of waterpower gives life blood to a hundred different industries. Here within the confines of a single State is a flora ranging from sub-arctic to the sub-tropical; a fauna so varied, interesting, and abundant as to justify such descriptions as "a hunter's paradise" and "the scientist's treasure box"; a variety of minerals so great as to suggest "nature's sample case." In truth, North Carolina has been endowed by nature with such an assortment of geographic conditions that the

ways of life in many areas of the globe may be studied without journeying beyond the boundaries of the State. Here are suitable materials for the study of agricultural, industrial, and commercial life of many types.

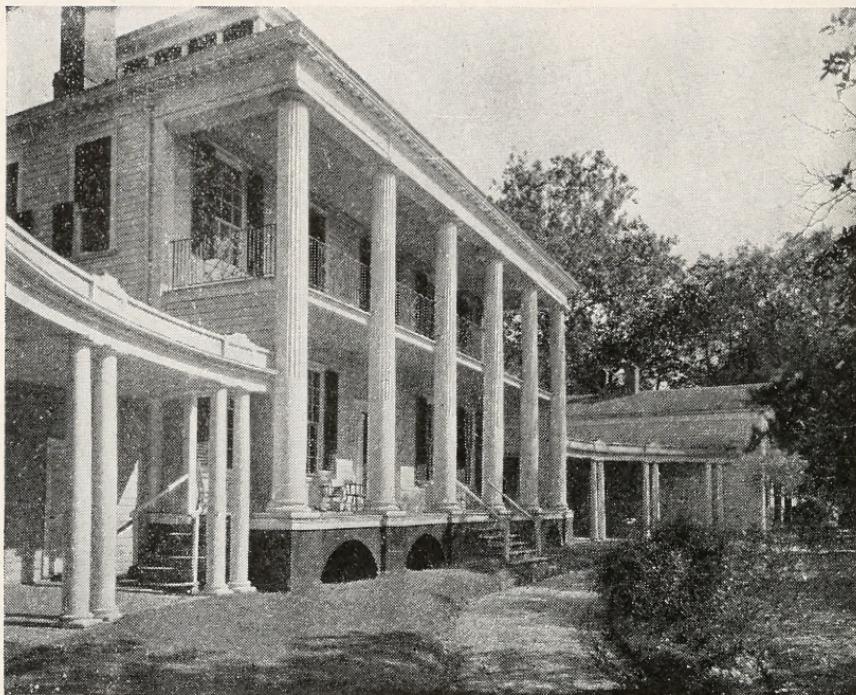
It has been said that in the past North Carolinians have been too busy fighting the forces of nature and chopping a path through the wilderness to develop a culture rich in the fine arts. This is no doubt true to some extent, but much of this belief is due to a failure on the part of the public to be informed about the real contributions North Carolinians have made in the fields of folk song, folk plays, literature, music, and art. The achievements of our people in these fields are worthy and notable even though frequently omitted in our studies and consequently not fully appreciated by our citizenship. Indeed, this is a field too long neglected when such outstanding success has been achieved therein by native sons. The mere mention of the names of O. Henry, John Charles McNeill, Paul Green, Thomas Dixon, Lula Vollmer, Thomas Wolfe, and other North Carolinians who have made notable contributions to the cultural heritage of our nation is enough to emphasize the need for more enlightenment along this line. The public school should definitely accept the responsibility for transmitting our cultural heritage to the youth of North Carolina and should faithfully discharge this obligation.

North Carolina is a land of great personalities. In our struggles to gain a foothold in the wilderness and to set up a government wherein men can enjoy freedom, equality, and justice, great characters have arisen to lead our people onward in a steady cavalcade of progress. In colonial days Richard Caswell led a people intent upon self-government and Daniel Boone blazed a trail through the wilderness beyond the mountains to push our frontier still farther westward. A century and a half ago William R. Davie championed the cause of education and led the people to establish a State university, the oldest in point of service of any in our nation. In the early nineteenth century Archibald Murphey pioneered in the field of public education and internal improvements. In modern times James B. Duke rose to importance as a world figure in industry. The lives of such men present biographies from which may arise some of our most effective citizenship training. Through the stories of our great leaders can come the realization that the character of North Carolina is only the reflection of the character of her citizenship; that we are all in one way or another makers of North Carolina.

North Carolina is rich in basic resources. The State is generously endowed with good soils, desirable climate, adequate water resources, extensive forests, and other important natural resources. More important still are the people—an intelligent, industrious, potentially productive population which gives the State a great wealth of human resources. These basic natural and human resources, when brought into proper relationship, can be made the foundation upon which an even greater State can be built. Through wise utilization and conservation they can become the wellsprings of North Carolina's economic well-being.

Deficiencies in the State today are not due to a lack of natural and human resources; they are social deficiencies due to a lack of technological, capital, and industrial resources. But these lacks can be overcome by an educational program which will bring about improved leadership, management, invention, and knowledge of technical skills. What is taught in the North Carolina Public Schools, therefore, is of prime importance in the future life of the State. It is here that we must set in motion the cycle of social and economic improvement by training pupils to translate wisely our natural wealth into that capital wealth which will support the institutions necessary to enrich the living of our people.

Properly guided the study of North Carolina can be made one of the most vital experiences in the curriculum. Let the true story of North Carolina be told! For a State whose pupils are almost without exception native born and have beneath them "acres of diamonds", it is doubly appropriate that every boy and girl know his home State.



Bayard Wootten.

## HAYES

The former home of Samuel Johnston, Revolutionary leader, Governor, and United States Senator, is located at Edenton. The estate was named after Sir Walter Raleigh's estate, Hayes, in Budleigh Parish, Devonshire, England. The present house was built about 1801 and is regarded by many as the most beautiful colonial home in all the Albemarle. The mansion is on the waterfront, center of an estate of some 15,000 acres. On Hayes plantation was formed St. Paul's Parish, the oldest corporation in North Carolina. In 1701 the corporation erected a small wooden chapel, one of the first churches in North Carolina. In 1736 this parish erected a permanent structure which is still standing, being acclaimed an outstanding piece of ecclesiastical architecture. In St. Paul's graveyard sleep scores of the founders of our commonwealth, including governors Charles Eden and Henderson Walker.

*In beginning a study of the State one may well start with local history. What places of interest do you have in your community?*

## CHAPTER I

# THE SOCIAL STUDIES AS THEY RELATE TO NORTH CAROLINA

### SOME SUGGESTIONS TO TEACHERS

#### A. Set Up Definite Purposes and Clarify Your Objectives.

Why study the State? Teachers must be able to give an intelligent answer to this question if the study of North Carolina in their classrooms is to have real value. They also must help their pupils to answer it if their work is to have purpose and direction. Therefore, as a starting point, each group should clarify its objectives with reference to the study of the State.

In the Twelve Year Program the study of North Carolina is regarded as a series of social studies experiences running from the first through the twelfth grade. In most instances it occurs as a unit of study in a subject, such as history. The larger objectives of the course, therefore, should be in keeping with the *general purposes* of the social studies which have been set forth as follows:

1. It is the purpose of the social studies to give to pupils the truest and most realistic knowledge that is possible of the community, state, nation, and world—the social and physical setting—in which they live and make their way.
2. A second purpose of instruction in the social studies grows out of the first; namely, preparation of pupils for promoting a wiser and more effective cooperation among regions, areas, individuals, groups, communities, states, and nations—a cooperation inter-racial, inter-religious, and inter-economic.
3. A third purpose of instruction in the social studies is to develop character: to give the pupils a love of truth, an appreciation of the beautiful, a bent toward the good, and a desire and will to use knowledge for beneficent social ends.
4. A fourth purpose of the social studies, although it may come under the head of method, is both a purpose and a prerequisite to the attainment of other purposes; it is training in the intellectual processes indispensable to the functioning of society.<sup>(1)</sup>

As related *specifically* to North Carolina it might be stated that the purposes to be served by inclusion of State history, geography, and civics in the curriculum are as follows:

(1) *The Social Studies Curriculum.* Fourteenth Yearbook of the Department of Superintendence. Washington: National Education Association, 1936. pp. 57-58.

1. To develop in the pupil a reasoned love and respect for his home state.
2. To give the pupil a background of experiences in his home State environment which will enable him to interpret present-day life in North Carolina, think intelligently about our present-day problems, and enjoy more fully "that which daily lies about him."
3. To acquaint the pupil with the rich heritage of social, economic and cultural achievements of our citizenship.
4. To help the pupil find his place in the stream of contemporary life in North Carolina.
5. To give the pupil a better understanding of the State's natural, human and social resources and to develop desirable concepts concerning their use and conservation.
6. To help the pupil see more clearly the challenging opportunity which lies before him in the form of great possibilities for further progress.
7. To develop skill in the use of social science material and to help the pupil apply that skill to a specific situation closely related to his life.

Frequently teachers have been more concerned about the immediate objectives in the teaching of the social sciences as they are applied to North Carolina than they have been to reach permanent, ultimate goals. The result in many cases has been a distorted emphasis on facts. To know the facts in the study of North Carolina as a State is essential, but if worthwhile, lasting benefits are to accrue to the pupil, it is necessary that the teacher also keep in mind the broader aims of the study. Both immediate and ultimate aims should be outlined, and the pupil should be allowed the privilege of participating democratically in this activity.

Recent trends in the social studies have led toward intensive study of restricted areas as opposed to a more or less abstract treatment of large political divisions. Such a plan enables the pupil to study a given area in greater detail and to obtain a basis of facts for making intelligent deductions and establishing those relationships which constitute the basis of geographic and historic understanding. In keeping with this trend the study of local communities and states has gained more and more importance in the public school curriculum. In North Carolina this movement is particularly noticeable in the study of the history and geography of the State. Teachers are constantly becoming aware

of the possibilities for reaching some of the major goals of education which a study of the history and geography of North Carolina affords.

### B. Make the Local Community Your Starting Point.

Learning has more meaning and functional value when it is related to the pupils' present living; therefore the social studies program should begin at home. A study of the local community is an excellent starting place for a study of the State.<sup>(1)</sup> From these the class can move on logically to the expanded environment which is North Carolina. Throughout the study the present should be linked with the past. Knowledge of early history will help to give more meaning to the present.

In making such an approach the teacher should capitalize on the pupil's present knowledge of his community. Questions and suggestions may be used to heighten interest and to lead the pupil on to further study and exploration. Pupils may be called upon to discuss the following questions:

1. How did our community (town, city) get started?
2. How old is it?
3. What is the present population?
4. What kind of people were the early settlers?
5. Were there many Indians in this vicinity before the white man settled here?
6. What Indian relics have been discovered hereabouts?
7. What are the famous landmarks in the community?
8. How do the people make a living today?
9. What natural resources are available for use in making a living?
10. What are some of the things our community needs to make it a better place to live?

After such a start is made, the study may well begin to take on a more organized appearance. The following statement points out the significant things that should be included:

### UNDERSTANDING THE SCHOOL'S COMMUNITY

*Learning about the Community as the Teacher's Social World.*

For the sake of herself as a person and as a citizen and also for the sake of her work in the school, a teacher needs to understand the community of which her school is a part. A real understanding of the community in which one lives and works will come slowly and be built up in many

(1) The teacher will find many helpful suggestions for initiating a study of the community in *Know Your Community*, by Bess Goodykoontz, Leaflet No. 57 in the Know Your School Series, 1941. Washington: U. S. Government Printing Office. 10¢.

ways over a period of time. There are, however, some practical steps that may be taken easily and early by a teacher who has a sincere desire to participate in community affairs. The following steps are suggestive of what may be done:

1. Make or secure a map of the community and locate on it the schools, churches, libraries, places of amusement and social gatherings, and the residential, shopping, and industrial areas.
2. As opportunity comes, visit as many of these as possible.
3. Make friendly visits in the homes of the people whenever appropriate occasions arise.
4. Subscribe to and read the local newspaper.
5. Through visiting, study of census data and facts available through the local chamber of commerce, seek to become acquainted with the family size, the racial and nationality make-up, the occupations, and ways of living and thinking of the population.
6. Learn about the history of the community—how and why there came to be a community in that place, who the early settlers were, who the community leaders have been, etc. Get your information from local and State histories, old residents of the area, etc.
7. Study various maps showing the location of the community in relation to the county, state, region, and nation, and find out all you can about the political, economic, and cultural connections between the community and these larger areas.
8. Find out what opportunities for cultural growth, for self-improvement, and for community service are available to you.
9. Without seeming to be just curious or meddlesome, learn what you can about politics, the traditions, the prejudices, and the special civic interests of the community.
10. Register for voting and be an active citizen.
11. Affiliate with several of the local institutions, clubs, or service groups, and participate in their programs.

In studying the community, it will be well, of course, to keep in mind and observe certain cautions:

1. Remember that it takes time to build up real community understandings.
2. Base your contacts and your search for facts in the community on a real interest in your neighbors, your pupils and fellow-workers.
3. Avoid attempting too many out-of-school activities.
4. Take your place as a part of a working group—not always as a leader.
5. Respect the privacies of others.
6. Don't tell your new friends how much better things were back home.
7. Don't criticize the community or its people; yet seek objectively to evaluate the ways of living and thinking of the people.
8. Don't try to force social changes—time is necessary for people to change their ways of living and thinking.

9. Try to avoid becoming involved in personal or group frictions and feuds; yet do not, of course, sacrifice your personal integrity when you need to take a stand on an issue.
10. Take care that you keep your sense of humor, your perspective, your health, and your mental balance.

*Learning about the Community as the Pupil's Environment.*

An effective teacher will be interested in learning about the community not only for her own satisfaction and growth, but for the sake of understanding the environments in which the pupils in the school have grown up and by which their health, their emotions, their habits, their outlook, and their ambitions have been and will continue to be largely conditioned. *What has been learned about the community in finding one's place as a citizen will also be useful in fulfilling one's work as a teacher.* In addition, however, there are other things which should be known.

For one thing, a teacher will need to know what agencies other than the school serve the welfare of the youth of the community, under what conditions their services are available, and how cooperation with these agencies may be achieved. Children's programs of such organizations as the following should be understood and should be used by the teacher:

1. Health Services
2. Churches
3. Libraries
4. Day nurseries
5. Nursery schools
6. Camps
7. Recreational centers and services
8. Clubs and organizations for children and youth—Scouts, Girl Reserves, Hi-Y, 4-H Clubs, Future Farmers, Junior Red Cross, etc.
9. Child Welfare services
10. Family welfare society
11. Juvenile Court

In case there is a neighborhood or community council in the area, participate with parents and professional workers in the council. In this activity you will get a greater understanding of community needs, processes, influences, and leadership, and an opportunity to cooperate in improving conditions which influence the students in the school. In case there is no neighborhood or community council, thought might be given to the need for one. Especially in rural areas the school is often the logical agency to initiate a community council.

*Learning about and Using the Community as a Laboratory for Teaching.*

A teacher will want to know what the community is like and how it can be utilized for teaching purposes. She will need to know what places have historic, literary, or vocational interests; what agencies will help with the school program; who might be asked to talk, be interviewed, read poetry, sing folk songs, demonstrate some craft or technical process, conduct excursions, and the like.

In developing such an awareness of community resources, and then in using these as a means of learning, pupils as well as the teacher should be

concerned and active. The form and extent of pupil activity will vary with circumstances. Sometimes it will involve no more than discussions in class during which all members pool previously acquired information and ideas, and under skillful guidance of the teacher, interpret and put together their shared information and ideas, thus coming to have new insights into community structure and processes. Sometimes there will need to be investigations by individuals or pupil committees. At other times local citizens will be invited into the classroom for talks, demonstrations, etc. Occasionally there will need to be extensive field study which will touch many people and many phases of community life.

"Using your community has all kinds of rewards besides the obvious one of more learning for the children. When a member of your community has contributed to your school, he has become, without realizing it, a part of your school. And once he and his neighbors are an intimate part of your class, they have a stake in the success of your school. There are few limits to what you can do, if you, the children, and the community are learning together."—Eva Knox Evans, *So You're Going to Teach*. Chicago: Julius Rosenwald Fund, 1943, p. 28.

In the wise selection and planning of all these pupil-teacher-community activities lie much of their educative value. Therefore, much care and thought should be given to these matters as well as to the carrying out and the evaluation of activities. The following "do's" and "don'ts" may be useful both as guides and as cautions to teachers and pupils studying their communities or working together in community projects:

1. Select wisely and carefully the activity or undertaking.
  - a. Consider whether the activity is likely to be really meaningful to the members of the group—whether it will forward some purpose of their own or some community purpose for which they feel concern.
  - b. Consider to what extent it will afford an opportunity for the students to grow in appreciations and in insights, as well as to acquire needed information and develop useful skills.
  - c. Consider whether it will increase their sense of belonging to the community and their ability and determination to be more helpful members of it.
  - d. Start with that area most familiar to the pupils—the school neighborhood—and reach out from there to the larger community, state, region, nation, and world.
  - e. Do not undertake a project unless it has reasonable chance for success.
  - f. Be sure to consider ahead of time the cost of the project in time and money.
  - g. Do not select an activity which is likely to antagonize important groups in the community unless you are sure that the educative values of the experience will outweigh the disadvantages to the school of unfavorable public relations.
2. Plan thoroughly and carefully.
  - a. Bring pupils in on all the planning, or on as much of it as seems practicable and wise.

- b. Whenever possible, plan cooperatively with other people and agencies in the community.
- c. Be sure that the principal understands and is in sympathy with your plans.
3. Carry through the plans made or make a reasonable effort to do so.
  - a. Avoid negative approaches and criticisms.
  - b. Be patient and tactful both with pupils and the public.
  - c. Strive to get all members of the group to share in carrying out the plans, and then take care to give recognition to the work of each.
4. Interpret and evaluate the experiences.
  - a. Analyze failures and disappointing experiences as well as successes, and seek to profit by them in the future.
  - b. From time to time during the course of the project review progress with the pupils and cooperating groups.
  - c. While helping students to be objective in the evaluation of their experiences, take particular care to see that they do not feel or act as onlookers but that they develop a feeling of identity with their community and an active concern for its welfare.
  - d. Don't let the students be content just with knowing facts; aid them in understanding their meaning and significance.
  - e. Help them to interpret what they learn in relationship to larger social conditions and processes, not only in the community but also in the State, the region, the nation, and the world.
5. Use what has been learned.
  - a. Don't let the pupils think that they must immediately, after learning of some need or undesirable condition, set out on a program of reforming their community.
  - b. Help them find some way to present their findings to others in the school or community.
  - c. Guide them in securing social action in whatever way appropriate under the circumstances.<sup>(1)</sup>

### C. Develop an Appreciation of Our Basic Resources.

The level of living in North Carolina is dependent upon the use of our resources. What resources do we have? How are they related? What uses are being made of them? Are our resources being properly used? Each unit of study should give at least partial answers to these questions.

Pupils should be taught the five kinds of wealth: (1) natural, (2) human, (3) technological, (4) institutional, and (5) capital. They should be taught the relationship that exists between them. They should, for example, be made to see that "poor land makes

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(1) At the request of the writer of this bulletin this statement was prepared by the Social Studies Institute sponsored by the North Carolina Council for the Social Studies and the Institute for Research in Social Science at the University of North Carolina, June, 1944.

poor people." Teaching should be such that pupils readily see the implications for conservation.

Here again facts are essential, but they should be learned as a means of substantiating principles or developing basic concepts. In this phase of the study of the State the following basic concepts seem essential:

1. Man and his environment are interrelated.
2. Man cannot live without natural resources.
3. All resources are related.
4. Resources are of three kinds:
  - (a) Inexhaustible
  - (b) Renewable
  - (c) Exhaustible
5. Man should learn to use inexhaustible or renewable resources in place of exhaustible resources wherever possible.
6. Nature tends to develop a fine balance which may be destroyed by man if resources are used unwisely.
7. Man should learn to work with nature rather than against it.
8. The ways people live and work can be changed so as to maintain a favorable environment for man.

**D. Keep in Mind the Functions of the Social Studies and Design Your Program Around Them.**

Broadly conceived the chief function of the social studies as applied to North Carolina is to guide the development of the children of the State in social living. Lacking adequate preparation for dealing with the complex problems of civilization as they are encountered in North Carolina today, the pupil can hardly be expected to contribute to the making of a higher social order for tomorrow. Those perplexing problems of contemporary society which are likely to continue as fundamentally important issues in the future development of the State should form the core of the curricular program for the study of the State. Whether these problems are civic, political, economic, or social, it is necessary that the future citizenship be made conscious of them before intelligent action can be taken on them or constructive long term plans be devised and put into effect.

Ranking high in importance among the functions of the social studies is the function of educating youth to cooperate with

others. History teaches the interdependence of people in our own and other times. If this teaching is to have functional value, learning experiences must be provided in the classroom which will necessitate the working together of pupils and demand cooperation in achieving desired ends. Civilization is based on group living. The pupil's success as an individual and as a citizen of the State will largely depend on his ability to get along with other people. As the citizenship of North Carolina becomes more and more interdependent, a better understanding of human relationships becomes more necessary.

A social science understanding of North Carolina should function in the life of the pupil as a skill which will enable him to participate with greater satisfaction and intelligence in a democratic way of life. In the study of North Carolina he should learn of the sources of information bearing on specific State problems, be trained in the investigation of both sides of a controversial question, and be guided in the process of learning to base conclusions on evidence as opposed to emotion and prejudice. This important function of a social science knowledge of the home State should grow out of classroom practice in using native and acquired powers of appraising, criticizing, evaluating, and analyzing.

The study of life in North Carolina should contribute to constructive social action. If directed study of North Carolina does not result in a desire on the part of the pupil to make a helpful contribution to the life of the State, then one of the major goals of the program will not have been reached. It is not enough that pupils should be conscious of State problems—they should be aroused to activity in making North Carolina a better place in which to live.

It is a function of the social sciences as applied to the study of the State to recognize, uphold, and maintain values and standards. Values and standards are things men live by; they transcend those values of an economic and political nature and act as the motivating force for all human activity. If the standards which the pupil sets up are based on honor and integrity in public affairs, liberty and freedom in speech and action, tolerance in religion, and equality and justice before the law, many of the problems of a more concrete nature will eventually be solved. That teacher who has inculcated in his pupils high ideals of character has made a significant contribution to good government in North Carolina.

**E. Emphasize the Study of Contemporary Life in North Carolina.**

Consideration of real-life problems of the community and State should be emphasized in the study of North Carolina. An understanding of these problems is highly desirable in training for intelligent participation in the life of the community, State, and nation. Those problems of a more or less permanent nature should receive more attention than transitory problems arising from conditions which are temporary or unusual. The study of North Carolina may very well begin with the current phases of some important problem of contemporary life. What now exists is of much more significance to the pupil in understanding the life and institutions about him than that which preceded present conditions. Comparatively speaking, those events farthest removed from present day North Carolina in time and distance are of least importance in understanding contemporary events in the State. This should not be interpreted to mean that events which took place in North Carolina or elsewhere in the past do not have significance in the understanding of the life and conditions of the present. The point is that there is a law of diminishing returns which operates in favor of emphasis on contemporary life.

For example, an understanding of the development of industry in North Carolina since the War Between the States would depend more upon a knowledge of the State's resources than it would upon a knowledge of the industrial revolution as it progressed in England during the eighteenth century.

North Carolina today is the result of all that has preceded. To understand the life and institutions of the present, a knowledge of current conditions is necessary; with this essential background one may trace the historical development of various aspects of the life of the State.

The use of current events as reported through such media as the radio, press, and motion picture offers a rich and fertile field for the development of interest in the history, geography, and government of the State. The selection, study, and discussion of significant news events can do much to vitalize the social science curriculum and to relate it to the life of the pupil.

**F. Stress the Development of Fundamental Concepts.**

In the study of North Carolina a close correlation of all the work in the various subject matter fields is essential. In schools where the large unit method of instruction is practiced, integration of

all activities should be one of the major goals. Some would even go so far as to disregard subject matter lines altogether and work wholly on the basis of a fused curriculum. Regardless of the methods employed, one must recognize the importance of developing accurate and lasting concepts of the State. In developing such concepts the study of North Carolina may require cutting across conventional subject matter lines and the extension of the scope of the course into all fields of human endeavor. For example, the complete story of North Carolina cannot be obtained from the study of history alone. History as a subject may form the warp in a pattern that is interwoven with a woof of geography, civics, sociology, economics, fine arts, and all other subjects needed to produce an integrated fabric. History may and perhaps should be the thread running through the whole story and form the skeleton on which other complementary, explanatory, and enriching subject matter and activities are supported. History is important in developing the "time sense," but to gain a concept of the real age of certain natural resources of North Carolina it may be necessary to consider the geology of pre-historic times: to understand fully the nature of our various human use regions it may be necessary to consider the geology of North Carolina during the Proterozoic area, when the mountains of the Piedmont probably resembled the present-day Alps.

The important facts about North Carolina should be faithfully presented and the teacher should be alert to see that they are properly assimilated. Organization of all pupil activities around some central theme makes for integration of all knowledge gained and serves as a bulwark of defense against the possible misinterpretation of facts by pupils. The study should be well-rounded and well-balanced, including all the major phases of the State's development. Fundamentals should be stressed; odd bits of information, the bizarre and the sensational, have their place in producing atmosphere and local color, but too much emphasis on the abnormal may cloud the picture in the child's mind to such an extent that he may not see North Carolina as it really is. When information of this type is presented for the purpose of arousing interest and holding attention, the child should be so guided as not to confuse the typical and atypical. For example, there are farms in the State with hundreds of acres under cultivation, farms which employ a number of helpers and the most modern farm machinery. Such a situation, however, is not characteristic of North Carolina. Ours is a State of small farms averaging less than twenty acres

per farm under cultivation, the work being done chiefly by the farmer and his family, using little or no modern machinery.

Dr. C. C. Crittenden, Director of the North Carolina Department of Archives and History, has the following to say with reference to how North Carolinians have sometimes emphasized the unusual to the exclusion of the typical and fundamental:

"If North Carolinians have failed properly to appreciate their history, they have at the same time showed a keen interest in pseudo-history. They have displayed a peculiar enthusiasm, even for Americans, in claiming 'firsts,' 'biggest,' and other superlatives—from 'the first declaration of independence from Great Britain' to 'the finest road system in the South' and 'the biggest towel mill in the world'. Some of these claims are technically correct, while others are unsupported by the evidence. Whether substantiated or not, however, they have served to draw entirely too much attention to mere catch phrases and to mere chronological priority, and have tended to obfuscate the true dignity and significance of the State's past. If history has not been entirely kind to North Carolina, the State has chiefly itself to blame."\*

The emphasis in teaching a social studies unit on North Carolina should be on integration. The approach to the study may be made through one subject, but this approach should not restrict the study to just one phase of the State's development. The work may be so planned as to enter many areas of living and make possible the fusion of knowledge gained in the study of history, geography, civics, health, art, etc. The teacher should be more desirous of having her pupils gain a few accurate, lasting impressions than in having them amass numerous unrelated facts.

Below are some suggestions concerning the fundamental concepts that should be developed. Examples of facts that may be used in establishing each concept are given.

#### ILLUSTRATIONS OF MAJOR CONCEPTS TO BE DEVELOPED IN THE STUDY OF NORTH CAROLINA

##### I. North Carolina is a large State.

1. The greatest distance east to west is  $503\frac{1}{4}$  airline miles—greater than the distance from Raleigh to New York City.
2. In width the State averages 100 miles, being 188 miles wide at the extreme.

\*Crittenden, C. C., editor, *The Historical Records of North Carolina*. Raleigh, The North Carolina Historical Commission, 1938, p. 4.

3. The State contains 52,426 square miles, an area greater than the combined areas of New Hampshire, Vermont, Massachusetts, Rhode Island, New Jersey, Delaware, and Maryland. Of all the states on the Atlantic seaboard only Georgia and Florida have greater areas.
4. North Carolina is about twice the size of Ireland, three times as large as Switzerland, and four times as large as Holland.

## II. North Carolina is rich in natural resources.

1. Temperate climate.
2. Abundant rainfall, advantageously distributed throughout the year.
3. Valuable water power near population centers.
4. Rich soils, topographically and structurally suited to agricultural pursuits.
5. Abundance of forest resources.
6. A variety of undeveloped mineral resources—the State ranks first in the number of native minerals.
7. Valuable fish and oyster resources.
8. Excellent resort resources.
9. Important wild-life resources.
10. A variety and excellence of natural beauty and scenic attractions.

## III. North Carolina is rich in human resources.

1. In 1940 the population was 3,571,623, giving North Carolina a rank of 11th among the 48 states.
2. North Carolina leads all states in the per cent of native born population.
3. There are more people born in North Carolina living outside the State than there are people born outside the State living in North Carolina. Since early days we have been a population-exporting State.
4. North Carolinians have reached places of distinction in science, business, industry, agriculture, politics, the arts, and other fields of human endeavor.

## IV. North Carolina, in comparison with some other states, is poor in technological, institutional, and capital resources.

1. Per capita income for the State in 1941-42 was \$301, for the nation, \$521.
2. The value of farm products per farm worker is \$650 as compared with a national average of \$950. (1940)
3. Expenditures per pupil for public education in the State have been far below the national average. In 1943-44, for example, the national average was \$117.00, the State average, \$66.00.

4. The volume of bank resources in the State on June 30, 1941 amounted to \$183 per capita; the national per capita was \$664.

V. North Carolina is a growing State.

1. The population has increased from 393,751 in 1790 to 3,571,-623 in 1940.
2. Each ten-year census since 1790 has shown an increase, the rate averaging about 15 per cent for each decennium.

VI. By comparison with some older countries North Carolina is thinly populated.

1. Population density is 60 per square mile, compared with 193 for France, 346 for Italy, 354 for Germany, and 485 for the United Kingdom.
2. Great areas in the mountains to the west and in the lower coastal plain to the east are very sparsely populated.

VII. North Carolina is a State of interesting contrasts and geographical variety.

1. There are three distinct human use areas: Mountain, Piedmont, and Coastal Plain.
2. The elevations vary from sea level to 6,684 feet atop Mt. Mitchell.
3. The vegetation varies from sub-tropical on Bald Head Island at the mouth of the Cape Fear River to sub-arctic atop the higher mountain peaks in the west.
4. The climate, while generally temperate, varies to such an extent that on a winter's day when students at Elk Park are ice skating, residents of Morehead City may be sun-bathing or swimming in the pool of natural hot water at Fort Macon. While Western North Carolina is blanketed in snow, eastern North Carolina may be enjoying warm sunny weather.

VIII. North Carolina is still largely an agricultural State.

1. Among the states North Carolina ranks third in the number of farms.
2. The 1940 census classed 72.7 per cent of the population as rural.

IX. North Carolina is an important wealth-producing State, but a poor wealth-retaining State.

1. In normal pre-war years annual production of wealth amounted to about one and one-half billion dollars, giving the State a rank of about fifteenth among the states.
2. In annual per capita wealth the State usually ranks below fortieth.
3. The State has 2.71 per cent of the nation's population and yet pays only 1.15 per cent of the Federal income taxes collected from individuals. (1941)

- X. The history of North Carolina shows a cultural lag.
  - 1. The State ranks low as a reading State—usually below fortieth.
  - 2. About 400,000 people in North Carolina are without public library facilities.
  - 3. Annual expenditures per capita for public library service is about 24 cents, the total number of public library volumes being only  $\frac{1}{3}$  volume per capita.
- XI. Social and economic conditions in North Carolina are continually changing.
  - 1. The population is increasing.
  - 2. Industry is gaining a more important part in the life of the State.
  - 3. Isolated areas are being brought into closer contact with the rest of the State through better means of transportation and communication.



### PREPARATION FOR EFFECTIVE CITIZENSHIP

To record visually the location of interesting places these fifth grade children have made a pictorial map of the State. In their study of North Carolina they have had both real and vicarious experiences in many areas of living. A felt need on the part of the class has resulted in meaningful, purposeful activities which have afforded the teacher excellent opportunities for guidance in acquiring new skills and in developing desirable habits, attitudes, and appreciations.

*Is your group properly organized to insure democratic participation by all in the work of the class?*

## CHAPTER II

### SUGGESTED CLASSROOM PROCEDURES

#### A. Stimulating Interest in the Study of North Carolina.

Intelligent planning on the part of the teacher will go a long way toward arousing pupil interest in the study of the State. Teachers who achieve the greatest success in teaching North Carolina are generally avid collectors of North Caroliniana. Attractive display of such pertinent material as is available usually excites sufficient interest to arouse discussion on the part of the class. This affords the alert teacher a valuable opportunity for initiating work. Among materials which have proved to be helpful in this connection are photographs, maps, newspaper clippings, magazines, books, lantern slides, filmstrips, motion pictures, objects, specimens, and models which have special relation to North Carolina. Frequently teachers or pupils from other classes in the school or adults in the community have travelled extensively in the State or carried on interesting activities dealing with North Carolina and can make valuable contributions to the class by way of materials or lectures.

Once a study of North Carolina is under way, pupils in the class usually are ready to enter into discussions and to aid the teacher in collecting material which may become a part of the permanent school collection. Teachers may further motivate pupils by encouraging them to begin a school museum and to hold an annual exhibit for the parents of the community. They could collect for the museum such things as Indian relics, old deeds, letters, newspapers, perhaps costumes which have been preserved by certain families, rare books and pamphlets, household implements of colonial times, and other articles of historical value which may be found in the community. Of course, many of these museum pieces may be merely a loan for the purpose of the annual exhibit, but their temporary use should prove helpful and the activity might bring to light some documents of sufficient historical significance to warrant loan or contribution to the State Museum or to the State Department of Archives and History for permanent preservation.

Correspondence with pupils of schools located in different regions of the State is an interesting and informative activity that frequently may be extended to other states as a basis for creating wider pupil interest in the geography and history of the nation.

As a motivating force in the study of North Carolina this activity has especially attractive possibilities. The following may be of help in planning correspondence with other schools:

#### SUGGESTIONS FOR INTER-SCHOOL CORRESPONDENCE

1. All exchanges shall be made under the supervision of the teacher.
2. Exchanges should be made between groups of approximately the same grade level. For example, an eighth grade group on the Coast should exchange with an eighth grade group in the Mountain Region.
3. Once you have agreed to an exchange, be prompt to answer.
4. For suggestions as to schools in North Carolina to correspond with, the teacher should write to the Division of Instructional Service, State Department of Public Instruction, Raleigh.\*
5. Letters to be exchanged should be interesting, neat, and grammatically correct. At the beginning of such an activity one or more lessons on letter writing should be given. Refer to the basal language book, using the index to find rules, style, examples, etc. Arrange to check each pupil's letter before mailing.
6. You should supplement your regular correspondence with an exchange of exhibits, portfolios, Kodak pictures, booklets, or small gifts. In preparing such material give information about how people in the community live, work, and play; describe the country 'round about—the trees, birds, kind of farms, bodies of water, etc.; tell of interesting people in the community and any important historical events that may have occurred thereabouts.

#### B. Planning the Work—A Cooperative Venture.

After pupils are sufficiently oriented in the study, immediate and ultimate objectives should be stated. It is essential that pupils recognize and accept the objectives finally set up, if activities in connection with the work are to be purposeful and the pupil is to apply himself diligently to the work at hand. This implies pupil participation in the planning and execution of the activities to be carried on by the class as a whole or by groups selected by the teacher and the class.

The very nature of the subject matter makes the social studies a fertile field in which to use the socialized class period. Teachers

\*Sometimes a group may wish to send a North Carolina album or letters to schools in foreign countries; if so the class should write to the American Junior Red Cross, Washington, D. C. or The Foreign Friend's Club, Cleveland Press, Cleveland, Ohio, for information.

should seize the opportunity which such a period presents for development of proper attitudes and habits of living and working together harmoniously.

### C. Organization of the Class.

Recognition of the fact that all children do not have the same needs, interests, and abilities makes it necessary that the class be organized into groups in order that individual differences may be more effectively provided for. In some cases certain pupils may show aptitudes and inclinations sufficient to warrant individual projects related to life in North Carolina. Just how far this pursuit of individual interests shall be allowed to range, the teacher must decide. The "subject-minded" teacher will perhaps desire to restrict this range in order that all subject matter as logically set forth by subject specialists will be covered; the "activity-minded" teacher will perhaps allow a wider range at the cost of omitting some of the subject matter held to be essential by others. In any event it seems highly desirable that all the children of the class have a common background of information about the State to serve as a basis for discussion and a core around which other related learnings are built up.

One method of class organization followed widely in the State provides a general period in which the class acts as a committee of the whole and a supplementary period in which various groups pursue special interests. Such a plan permits the following of a basic course, such as history, and still permits a close correlation of the work in art, music, geography, civics, etc. In some cases the basic work consumes the entire period by way of study, recitation, and reports. Special groups are assigned work to be done outside the school or in the library, and their reports are made at the regular class period.

One effective technique for developing centers of interest and large units of study provides time in the daily schedule for:

#### 1. A planning period—

During this period the teacher and her pupils plan together what they are going to do. Each pupil should gain from the discussion a definite idea of the purpose of each activity and the relation of it to the central theme. Standards of performance should be formulated and care should be taken to see that the activities are centered on the basic ideas of the unit of work.

**2. A work period—**

During this period the children, with the guidance of their teacher, should be busily engaged in their selected activities, such as reading for information about a problem, writing stories about things they are studying, drawing or painting to illustrate points in their research, and constructing real objects or models of objects dealt with in their study.

**3. A report period—**

Pupils, selected from time to time by the group, will have information to give to the class as a result of their reading or other activities. They should be encouraged in this, because of the training it will give them and the value of the information to other pupils in the class.

**4. An evaluation period—**

At regular intervals there should be a discussion period in which the pupils take stock, see what they have accomplished, make an evaluation, and suggest the next steps. Self-evaluation on the part of the pupil should be especially sought as an outcome of this period.\*

**D. Organization of Materials.**

In practically all schools history forms the basic course around which the complete study of North Carolina revolves. The core materials consist of history texts and general references which are followed according to some plan set up by either a subject specialist or by the teacher and class using this plan as a basis. An excellent organization and outline for North Carolina history in the eighth grade is printed on pages 61-65 in this bulletin. This suggested organization is largely chronological and is built up from seven units. Each unit is designed to develop certain basic concepts and indicates important aspects to be emphasized. A list of suggested activities is given for each unit, the performance of which helps to integrate the work, correlate learnings from many fields, and establish associations which encourage retention of facts.

In devising and using an outline such as this the class should study the basic unit of materials as a whole; but selected groups should carry on the activities suggested and report their activities and findings to the class at large.

When the usual chronological organization found in the various North Carolina history texts is used, the teacher should adapt the material to the special needs and abilities of the class, always en-

\*From *A Suggested Twelve Year Program for the North Carolina Public Schools*, pp. 160-161. Publication No. 235, State Superintendent of Public Instruction, Raleigh, 1942.

couraging those supplementary activities which enrich the subject content and provide for creative work, individual expression, and fusion of learnings gained from several subject matter fields.

With history serving as the vehicle which carries other subject matter, a class organization which provides opportunities for group work in many phases of the State's development should be encouraged. For example, in addition to regular assignments and research designed to reach the ultimate subject matter goals which all pupils should be directed toward, those children with special interests and abilities may be selected for special activities which fall in a special area. Committees may be selected to trace the development of certain phases indicated by such headings as: Transportation, Communication, Agriculture, Industry, Commerce, Religion, Education, Fine Arts, Health, and Recreation.

It is highly desirable that pupils learn something more than the mere political development of North Carolina. A rudimentary knowledge of some of the problems our people have had to face in the areas suggested above will do much to clarify the political history of our State and call forth an appreciation of the numerous advantages which we now enjoy because of the efforts of those who pioneered in ways of making life fuller.

In the opinion of many educators in the State there is an irreducible minimum of information about the State which pupils of the public schools should acquire. There is considerable disagreement as to what constitutes this minimum, but the consensus of teachers seems to favor those basic facts which may be used to develop the concepts listed in Chapter I of this bulletin. In schools carrying on the usual activity program it may be necessary to resort to drill to fix this knowledge firmly in the mind of the pupil. However, properly presented, the essentials may be learned with a minimum of drill and such as is needed will be purposeful, effective, and will do nothing to destroy the child's desire for a more complete knowledge of his home State.

Certain teaching materials are almost a *sine qua non* in social science instruction as it pertains to North Carolina. It is essential that schools provide sufficient materials, such as books, magazines, pictures, maps, and other visual aids. These materials constitute an integral part of a learning situation. Without them teachers are limited in the scope of their study of the State and children are seriously handicapped. A wide use of environmental material should be made, and much of that collected should be prepared for regular use and filed for ready access. Schools enjoying the

services of a trained librarian are fortunate in that this person has a wide knowledge of material available and also can offer helpful suggestions to teachers as to the collection, use, and preservation of material that may be used from time to time.

In classrooms where instruction in North Carolina history, geography, etc., is being carried on, equipment should be provided for proper storage and display of North Carolina materials. The following suggestions may prove helpful:

1. Reference shelf. On this shelf may be placed a wide assortment of books about North Carolina that are not available in quantity to pupils. Appropriate titles may be chosen from the list given in Chapter V of this bulletin. In addition to school-owned volumes the shelf may contain books borrowed from the local public library, North Carolina State Library Commission, or from individuals in the Community.
2. A number of North Carolina maps. The Newsome Series of 10 Social Science Maps is unique and extremely valuable in any classroom interested in North Carolina. Additional wall maps and outline maps for pupil use make possible certain map activities which are invaluable in making comparisons and in establishing locations.
3. A cabinet for museum pieces which pupils bring in.
4. A cabinet or file for storing flat materials, such as clippings, photographs, prints, small maps, posters, charts, and other similar teaching materials.
5. A drawer or cabinet for filmslides, filmstrips, lantern slides, and motion picture films, and suitable projectors for showing projected pictures of North Carolina places or activities.
6. A large bulletin board for the display of timely clippings, pictures, diagrams, charts, and other material concerning North Carolina.

#### E. Suggested Activities.

Although the interests, needs, and abilities of the children will be the chief factors in the choice of activities to be carried on in connection with the study of the State, the amount, quality, and variety of materials will in a large measure determine the scope of the work. Final selections of activities from the total number possible will depend on the nature of the large unit of work undertaken. Activities which are purposeless fail to stimulate children to do their best and contribute little to the development of the unit. Every activity undertaken should be related to the large unit; if an activity has no integral value or possibilities, it should

not be undertaken. To merely "carry on" activities is not effective teaching—the activities must lead up to something worthwhile and serve as laboratory experiments from which data are gathered for use in making final conclusions. The activity is not an end in itself, but a means to growth. What comes out of an activity by way of material produced is not nearly so important as what happens to the boys and girls engaged in the activity.



### A PUPIL-MADE MAP OF NORTH CAROLINA

*What interesting projects will your group carry out?*

As an illustration, let us consider the activity of making a pictorial map of North Carolina, an activity carried on by a large number of classes studying North Carolina. In a teacher-dominated situation in which the teacher is especially skillful in work of this nature, it may be possible to produce a map of technical excellence that would do justice to a professional map-maker. Under such conditions, however, one wonders how much growth takes place in the mental, social, and emotional lives of the pupils. Did they accept responsibilities of a challenging nature? Did they experience the thrill of creating, the joy of producing something original that expresses their own thinking? Did they have

the opportunity of developing habits and skills through the process of "learning by doing"? Did the activity elicit their interests and higher achievements? Frequently a crude product as judged by standards of the adult world may afford more positive answers to the above questions than perfect products which represents chiefly the planning and work of the teacher.

Below is a list of activities which have been carried on by various groups studying North Carolina. Grade-levels have not been suggested as the same activity may be carried on in several grades if the standards of performance and scope of work are set at a point within the range of the interests and abilities of the class. The list is merely suggestive and will serve only to stimulate the adroit and resourceful teacher.

Reading for information about the State.

Study of maps, charts, pictographs, diagrams, and tables that give data about North Carolina.

Study of pictures, posters, and realia for both information and enjoyment.

Writing reports on various North Carolina topics.

Writing letters to chambers of commerce, State departments, celebrities, and children of other schools in North Carolina for information and material. (Only one letter should be sent by each class, otherwise such an activity may become a nuisance to busy people.)

Writing poems and acrostics about North Carolina.

Writing plays about North Carolina.

Writing biographies of important North Carolinians.

Listening to lectures, radio programs, and concerts that deal with North Carolina.

Participating as contributing producer or listener in class discussion, debates, and plays about North Carolina.

Giving oral reports on individual or group projects.

Reporting specific information to the class.

Singing North Carolina songs.

Constructing charts, diagrams, and pictographs to present graphically data about the State.

Making North Carolina maps—physical, political, regional, historical, pictorial, productorial.

Painting friezes and murals depicting representative activities and places in North Carolina.

Making plaques emblematic of North Carolina.

Originating designs with a North Carolina motif for decorating cloth, draperies, pottery, book covers, rugs, furniture, etc.

Preparing Junior Red Cross albums of North Carolina pictures and stories for exchange with classes in Canada, England or other countries.

Preparing dioramas showing such North Carolina scenes as:

- (a) a pioneer home
- (b) growing tobacco
- (c) picking cotton
- (d) lumbering

Collecting pictures of North Carolina places, activities, and famous people.

Making photographs of North Carolina places and events.

Making class and individual booklets describing North Carolina.

Making pottery from North Carolina clay.

Exchanging exhibits with schools located in different geographic regions of the State.

Making school journeys to places of historic, geographic, or economic significance.

#### F. Evaluating the Work.

A periodic appraisal should be made of the activities being carried on, and the teacher should constantly evaluate the worth of what is taking place in the study. If a check reveals the fact that certain desired goals may not be reached in the study as it is organized, revisions should be made in the light of developments. Frequently teachers, especially those whose pupils are carrying on a wide variety of activities, assume that the program is carrying over. This is too serious a matter to appraise without some sort of effective check. The use of skillfully designed objective tests is recommended, although one must at the start acknowledge their limitations. Teachers with a well-developed, broad philosophy concerning the education of pupils in relation to their home State and local environment will not set up objective tests which restrict the program, but will use them to discover fundamental weaknesses in the basic subject matter curriculum because of its intimate relationship to the total curriculum which leads toward objectives of a more or less intangible nature. For example, the ability to distinguish between fact and propaganda is a much higher goal than the accumulation of facts alone, but a knowledge of some basic facts is necessary before discrimination between fact and propaganda can be made.

Among the objective tests are the true-false, completion, single-answer, matching, and multiple choice tests. These may be used to a good advantage in checking the pupil's knowledge of North Carolina. Examples given below suggest suitable forms for various types of tests. More complete information concerning their construction, administration, and use may be found in *Testing in the Elementary School*.\*

\*Webb, L. W. and Shotwell, A. M. *Testing in the Elementary School*. New York: Farrar and Rinehart, Inc. 1939. \$2.75.

**True—False**

**DIRECTIONS:** Write *T* to the left of the number if the sentence is true.  
Write *F* to the left of the number if the sentence is false.

1. The coast of North Carolina affords many good harbors for large ships.
2. The tidewater region is noted for its large number of industrial plants.
3. The highest mountain in the United States is located in Western North Carolina.
4. The western coastal plain region is one of the best tobacco growing regions in the world.
5. Peaches are grown extensively in the Sandhills area.
6. A large part of North Carolina may be described as a desert area due to the scant rainfall.
7. At some places along the coast of North Carolina the Gulf Stream is less than fifty miles off shore.
8. The chief industrial section of North Carolina is the Piedmont.
9. The average annual rainfall in North Carolina is about 50 inches.
10. North Carolina is chiefly an industrial State.

**Completion**

**DIRECTIONS:** In each sentence fill in the blank with a word that makes the sentence true.

1. The first English attempt to plant a colony in the new world took place on \_\_\_\_\_ Island.
2. The name of the first white child born of English parents in America is \_\_\_\_\_.
3. The first area in North Carolina to be permanently settled was that along \_\_\_\_\_ Sound.
4. Cross Creek, or Fayetteville, was first settled by people from \_\_\_\_\_.
5. The oldest town in North Carolina is \_\_\_\_\_.
6. Orton plantation is on the banks of the \_\_\_\_\_ River.
7. Swiss refugees under the leadership of Baron de Graffenried settled the town of \_\_\_\_\_.
8. Wachovia is the name of the settlement made by the \_\_\_\_\_ in what is now Forsyth County.
9. The Regulators took up arms because of unfair \_\_\_\_\_.
10. The battle in which North Carolina patriots defeated the Loyalists on February 27, 1776 is called the Battle of \_\_\_\_\_.

**Matching**

**DIRECTIONS:** Before each name in Column I place the number of the item in Column II which best describes the name.

*Column I*

\_\_\_\_\_ Sir Walter Raleigh  
 \_\_\_\_\_ Zebulon B. Vance  
 \_\_\_\_\_ Richard Caswell

*Column II*

(1) was a pirate who terrorized the Carolina coast.  
 (2) was a friendly Indian who greatly aided Raleigh's Colonists.  
 (3) Governor of the colony that was "lost".

..... Blackbeard (4) surveyor-general who wrote the famous *History of North Carolina*, originally published in 1709.

..... Calvin H. Wiley (5) born in Raleigh and later became president of the United States.

..... William Tryon (6) Sent colonists to Roanoke Island in 1587.

..... William Drummond (7) was a famous soldier in the French and Indian war.

..... John Lawson (8) elected first governor of North Carolina, independent of Great Britain.

..... William Gaston (9) was governor of North Carolina during a part of the Civil War.

..... William R. Davie (10) wrote "The Old North State," our State song.

..... John White (11) first president of the Woman's College of the University of North Carolina.

..... Andrew Johnson (12) a leader in the tobacco and power industries and chief benefactor of Duke University.

..... Manteo (13) was elected first State Superintendent of Common Schools.

..... Dorothea L. Dix (14) is known as the "father of the University of North Carolina."

..... Archibald D. Murphrey (15) led the movement to establish a State hospital for the insane.

..... Charles D. McIver (16) is often called the "Father of the Common Schools."

..... James B. Duke (17) governor of North Carolina (1841-1845), most prominent leader in the building of railroads in the State.

..... John M. Morehead (18) led the movement of pioneers from North Carolina into Kentucky.

..... Daniel Boone (19) was North Carolina's World War governor.

..... Hugh Waddell (20) most famous of North Carolina's short story writers.

..... (21) selected by the Lords Proprietors as first governor of Carolina.

..... (22) royal governor of North Carolina during the Regulator Movement.

#### Multiple Choice

DIRECTIONS: Underscore the answer which makes the sentence true.

1. The present constitution of North Carolina was adopted in  
 1776                    1868                    1917                    1898
2. The Governor of North Carolina is selected by  
 the Council of State        the Legislature  
 a vote of the people        the Supreme Court
3. The Governor's term of office is  
 1 year                    2 years                    4 years                    5 years

## **Single-answer**

**DIRECTIONS:** On the blank line following each of the names of cities below write the name of the county in which it is located.

1. Wilmington	6. Boone
2. Asheville	7. Elizabeth City
3. Durham	8. Murphy
4. Charlotte	9. Raleigh
5. Henderson	10. Pinehurst

In addition to the new-type objective tests teachers should occasionally employ the old-type essay test, because it allows pupils to express in their own language their opinions about various phases of the State's development. This type of test also affords a measure of the pupil's ability to organize and interpret facts and other data. Due to the wide variability of certain subjective elements in scoring the essay type of test, teachers should not appraise the work of the class wholly by this device.

The construction of tests to measure some of the larger goals which may have been set up in the study of the State is very

difficult. Complete appraisal cannot be made with any degree of accuracy by any one type of test mentioned above. Such desirable outcomes as constructive attitudes, appreciation of the history and natural beauty of the State, habits of basing conclusions on reliable evidence, development of discriminatory powers, skill in obtaining facts, drawing conclusions, and applying facts can hardly be measured objectively. In appraising the value of these desirable outcomes the teacher should base her evaluation largely on the subjective elements in the situation which may be discerned through careful observation.

In the final analysis the success of the teacher is shown chiefly in the extent to which the attitudes and skills developed in class are applied to the problems of daily living in North Carolina.

#### G. Keeping a Record of Work Done.

Appraisal of work done is facilitated by the keeping of records. Teachers should keep a Weekly Journal or Daily Log in which is kept a brief running account of the development of each large unit of study. Such a record will serve as a check on the teaching and learning taking place and will serve as a "source book" should the unit be written up later. The Journal need not be kept in such detail as to make it burdensome.

Teachers will find it both helpful and interesting to keep the best samples of work done by pupils as the unit progresses. Sometimes these samples may be of such fine quality as to justify filing and use with other groups in succeeding years.

The Division of Instructional Service is constantly seeking well-written accounts of units of study developed in the public schools of the State. Teachers who have developed unusual units are requested to write them up and send them in. The following suggestions may be helpful in such an activity.

#### SUGGESTED OUTLINE FOR WRITTEN ACCOUNTS OF UNITS OF WORK DEVELOPED

##### I. How the unit originated.

How was interest stimulated? What part did the pupils play in choosing the unit? What approach to the topic was made?

##### II. Preparation Made by the Teacher.

What reading was done? What materials gathered? What help was received from the librarian, the principal, other teachers, and adults in the community? What preparation was made to promote pupil participation in planning the work?

**III. Objectives.**

What objectives did the pupils accept? What were the large objectives that the teacher had in mind? To what extent did the objectives demand the development of new concepts, provide experiences in new areas of learning, etc.?

**IV. Organization.**

How was the class organized? On what basis were pupils grouped for various activities? What plans were made for the use of various instructional materials? How did the various activities grow out of the needs of the children?

**V. Development of the Unit.**

What activities were carried on? How were these activities related to the topic? What generalizations arose from the research of the pupils? What were some of the things learned? What skills were practiced by pupils? What provisions were made for individual differences? What possibilities for social growth were provided?

**VI. Outcomes.**

What values did the pupils think they got out of the experience? What is the teacher's evaluation of the unit of work?

**VII. References and Materials.**

1. For the teacher.
2. For the pupil.

**NOTE:** The above outline is only suggestive. Changes to suit the teacher should be made freely. Do not limit the account to outline form. Use mostly narration. Be brief. Write up only those things that may prove helpful to other teachers.

For illustrations of how units may be written up, see the following Department of Public Instruction Publications:

No. 235, *A Suggested Twelve Year Program*, pp. 54-56, "A Second Grade Teaching Situation"; pp. 169-174 "Norway: How the People of a Cold, Mountainous Country on the Seacoast Live." (Fourth Grade)

No. 217, *North Carolina: Suggestions for Applying the Social Studies*, pp. 49-58, "North Carolina in the Past and Today"; pp. 58-62, "North Carolina—A Unit that Permeated an Entire School"; pp. 62-66, "Talented North Carolinians."

No. 239, *Music in the Public Schools*, pp. 56-64, "Indian Life."

No. 249, *Language Arts*, pp. 54-56, "The School Garden."





Bayard Wootten.

### OLD MARKET HOUSE

An outstanding landmark in North Carolina is the Old Market House at Fayetteville. The building is of unusual architectural design. It was constructed in 1838 and was long used as a market place for everything the people had to sell, including slaves in the days before emancipation. During the War between the States soldiers of the Blue and Gray fought around this unique building, which is today one of the city's chief historic attractions. At one time Fayetteville was the seat of government for the State, and the charter for the University of North Carolina was granted here in 1789.

*Are you collecting pictures and stories about interesting places, things and people in North Carolina?*

## CHAPTER III

# TENTATIVE SUGGESTIONS REGARDING THE SCOPE AND SEQUENCE OF THE PROGRAM

### A. Scope of the Program.

In keeping with the objectives set up in Chapter I of this bulletin, it is suggested that the total scope of the instructional program as it relates to the teaching of the social sciences as applied to North Carolina should consider all the fundamental areas of living in this State. In some schools the work has been too limited in scope to give the pupil a broad concept of the development of the State. This is due in part to the fact that instructional courses have usually been labeled "North Carolina History". This term is in many respects a misnomer, as the objectives to be considered in this field presuppose instruction in geography, civics, economics, sociology, government, fine arts, and other subject fields as well as in the field of history. In the elementary grades much of the work in some of the fields mentioned above will have to be largely incidental, and at the high school level few schools are large enough to offer special courses relating to North Carolina. Therefore, it seems necessary to offer a fused curriculum if the pupil is to receive instruction in all the phases of life in the State. Accomplishment of the desired goals call for closely correlated work in the subject fields and adequately integrated activities.

It is difficult to outline work for any grade or for any specific school due to the differences in philosophy and objectives among the various school units. In several states the courses of study have been stated in broad general terms, and the individual schools have been left free to work out the details for their own programs. Such a core curriculum leaves the teacher free to develop her own ideas and to enrich the program by bringing in all of the activities which the interests and needs of the class show to be desirable. Such an organization presupposes a teacher trained in modern and progressive methods of curriculum construction and in the use of techniques and procedures which will insure effective functioning of the program.

This bulletin assumes that not all teachers will approach the core curriculum will suffice. In certain other schools a logical or chronological organization of subject matter, given somewhat in detail, will be required. It is not the purpose of this bulletin to

suggest the elimination of any tried and true method of instruction, not to advocate any one particular method to the exclusion of all other methods. The suggestions regarding the scope of the program are stated in very broad terms in the hope that teachers will be stimulated to do curriculum work in this field and to design courses of instruction peculiarly adapted to the needs of the particular boys and girls in their classes.

Modern curricular practices have turned largely toward a core curriculum which includes the study of fundamental problems in many areas of living. The outline below is characteristic of courses of study of this type.

## SUGGESTED SCOPE AND SEQUENCE OF THE SOCIAL STUDIES AS APPLIED TO NORTH CAROLINA

NINE AREAS OF LIVING TO BE CONSIDERED IN THE PROGRAM WITH SUGGESTIONS CONCERNING CERTAIN PHASES TO BE DEVELOPED AT VARIOUS GRADE LEVELS

### GRADES I-IV

*Center of Interest:* Life in the Immediate Neighborhood: Home, School and Community. The Community as a Part of the State.

#### 1. Making Adjustments to Natural Environment.

How natural environment has influenced the people of the community in providing food, clothing, and shelter.

Community transportation: provisions for and types of travel by land, water, and air.

Adjustment to seasonal changes.

#### 2. Making a Living.

Ways of making a living in the community: farming, manufacturing, mining, fishing, lumbering, etc.

Community friends and helpers: farmer, laborer, carpenter, mason, doctor, lawyer, minister, postman, policeman.

#### 3. Making a Home.

Kinds of houses found in the neighborhood.

Family relationships.

Activities in the home.

#### 4. Providing for Group Living.

Setting up standards of behavior for the class.

Beautifying the classroom.

Protecting the school and other public property.

Understanding the work carried on in public buildings: post office, courthouse, city hall, library, bank.

Cooperation for community improvement: public welfare work, community chest, fire prevention week.

**5. Protecting Life and Health.**

Safety in the home, school and community: school patrol, crossing the streets safely, playing safely.

Community agencies for protection of life and health: police, fire department, hospital, sanitary departments.

**6. Developing a Spiritual Life.**

Religious life in the community.

Worship in the school, home, and church.

**7. Expressing Aesthetic Impulses.**

Making the home, school, and community beautiful.

Creating beauty in art, literature, and music.

Appreciation of art, literature, and music.

**8. Providing for Education.**

The school, church, and home.

Learning from books, magazines, newspapers, radio, and motion pictures.

**9. Providing for Recreation.**

Community facilities: parks, playgrounds, theatres.

Participation in games, parties, picnics, reading, singing.

**GRADES V-VIII**

*Center of Interest:* Life in an Expanding Environment: County, Region, and State.

**1. Making Adjustments to Natural Environment.**

Geographical implications of the State: size, location, topography, climate, elevations, bodies of water, etc.

The geologic making of North Carolina.

North Carolina as the "frontier" man found it.

Geographic influences in the settlement of the State.

Definition of the three major geographic divisions of the State.

How the people of North Carolina have made use of their natural environment in providing food, shelter, and clothing.

Natural resources of the State.

Early explorations.

Inventors and inventions.

Evolution of transportation and communication.

Community and State agencies for the protection and improvement of natural resources.

Services of banks and other depository institutions.

Maintenance and preservation of records.

Improvements in our agricultural system.

The frontier as an influence in North Carolina history.

The development of business and industry.

**2. Making a Living.**

Production and marketing of commodities in North Carolina.

Interdependence of people in the State in making a living.  
How people in the various human use regions of the State obtained a living in times past.

How physical characteristics and natural resources contribute to making a living in contemporary North Carolina.

Acquaintance with different vocations in North Carolina.  
Technological development as a factor influencing living conditions.

Government regulations affecting labor.

Mediums of exchange in our own and other times. (The Bechtler coin, State script, Confederate bills, etc.)

**3. Making a Home.**

Houses in the State now and in previous times.

Changes in family life.

Customs and manners in the home at different periods in our history.

How homes in the State may be made more attractive and convenient.

Difficulties encountered by the pioneers in homemaking.

**4. Providing for Group Living.**

How State government is financed.

Organization of State government.

Outstanding leaders in the social, political, and economic development of North Carolina.

Prevention of crime.

Institutions for the handicapped.

Conduct of elections.

Privileges and responsibilities of citizenship in the State.

Protection of civic rights and privileges through law and the courts.

The conflicts of East and West, past and present.

Government agencies and services.

North Carolina in national affairs.

Organization and function of political parties in the State.

The adjustment of race relations.

**5. Protecting Life and Health.**

State agencies for the protection of life and health.

The prevention and control of communicable diseases.

Protection of the consumer from adulterated and harmful products.

State institutions for the protection and improvement of mental, emotional, and social health.

Eradication of pests and disease-carrying insects.

Provisions for highway safety.

Hospital services.

The State Board of Public Welfare.  
Social security.

**6. Developing a Spiritual Life.**

Organizations for developing the spiritual and emotional life of the State.  
Importance of the church in our early history.  
Importance of the church in contemporary North Carolina life.  
Religious tolerance in the State.

**7. Expressing Aesthetic Impulses.**

Appreciating the natural beauty of North Carolina.  
Architectural design in North Carolina: examples of good architecture in the State.  
Great artists, musicians, and writers of North Carolina.  
The collection and preservation of art treasures.  
Improvement of the cultural life of our people.

**8. Providing for Education.**

Public schools—past and present.  
Development of education in North Carolina.  
Great educational leaders in North Carolina.  
Provisions for educating the atypical: deaf, blind, crippled, mentally deficient.  
Provisions for higher education.  
Provision for public libraries.

**9. Providing for Recreation.**

Recreation in our own and other times.  
National parks and forests in North Carolina.  
State parks and other recreational areas.  
Resort resources in the State.  
State control of amusement concerns.  
Community and State responsibility for wholesome recreation and suitable recreation facilities.  
Exploitation of natural resort resources.  
Commercialized forms of recreation.

**B. Suggestions for Various Grades.**

**GRADES I-IV**

In these grades the study of North Carolina may be largely incidental, leaving specific treatment of the State as a political subdivision to be initiated in the fifth grade. Instruction in these grades should result in learning which will orient the pupil for the expanded curriculum of the upper elementary grades. The work should be so directed as to insure the child's learning much about his immediate environment. In the fourth grade excellent opportunities for the beginning of comparative geography are afforded by the geography course, which treats the Mediterranean,

Nile, Congo, and other regions. Comparisons of life in these regions with life in the child's community bring out contrasts and similarities that intensify concepts and establish associations which encourage the acquisition and retention of essential social science knowledge. Old-time stories and accounts of description and travel in the State should supplement the study. Among the learnings which children should gain in these grades are the following:

1. Recognition of North Carolina as a political subdivision of the nation.
2. Realization of nativity or residence in North Carolina.
3. Recognition of the map of North Carolina.
4. Stories of North Carolina and happenings in the State long ago. (Indian units in the lower grades furnish an excellent background for this. For a list of stories and articles about Indians that primary children can read, see Eloise Rue: *Subject Index to Books for Primary Grades*. Chicago: American Library Association. 1943. pp. 119-122. Materials for more advanced readers are listed in *Subject Index to Books for Intermediate Grades*, 1940. Same author and publisher. Both books have supplements covering materials for recent years.)
5. Appreciation of old landmarks, courthouses, churches, cemeteries, boat landings, forts, settlements, roads, museums, monuments, holidays, and special occasions.
6. Relation of North Carolina and North Carolinians to other places and people.
7. Recognition of racial contributions to the development of the State.
8. A consciousness of the present as an outgrowth of the past.
9. Recognition of changing conditions in the State.
10. North Carolina flag, seal, historical markers and other symbols.
11. North Carolina songs.

#### GRADE V

Considerable emphasis should be placed on the study of North Carolina in this grade. The fifth grade curriculum includes the study of American history and the geography of the United States, inclusions which make a special study of the State at this point appropriate, desirable, and economical. The history and geography of the State may be studied concurrently with United



### **MAKING HISTORY LIVE**

#### **A Fifth Grade Unit of Study on Colonial Life in North Carolina**

States history and geography or special units of study on North Carolina may be developed in the fall or spring. It is perhaps more economical at this grade level to study the State and the Nation concurrently as this plan makes it easier to clarify in the mind of the pupil the important part North Carolina has played in our Nation's history. If this procedure is followed, the work may be divided into nine units, as follows, with a month, more or less, for each.

- I. Early Exploration and Attempts at Settlement.
- II. Early Settlers and How They Lived.
- III. North Carolina Under the Lords Proprietors.
- IV. North Carolina as a Royal Colony.
- V. North Carolina's Part in the Revolution.

- VI. How North Carolina Grew and Helped Build the New Nation.
- VII. The Part North Carolina Played in the War Between the States.
- VIII. North Carolina in the New Age of Progress and Her Part in Two World Wars.
- IX. Our State Today.

Geographical features have played an important part in the history of North Carolina and should therefore receive considerable attention in the fifth grade, not only because of the study of North Carolina but also because of the history and geography of the United States which come at this point. The following outline will suggest geographical implications that should be understood.

### GEOGRAPHIC INFLUENCES IN THE HISTORY OF NORTH CAROLINA\*

- I. Settlement.
  1. Causes of failure of first attempts at settlement:
    - a. Dangerous coast—outer banks with absence of suitable permanent inlets.
    - d. Lack of seaport.
    - c. Dry sand and wet swamps unsuitable for extensive farming.
  2. First permanent settlers arrived overland from neighboring colonies—West Coastal Plain a natural highway south from Pennsylvania and Virginia and north from South Carolina.
  3. Coastal Plain—similar to lowlands of Scotland—attracted Scotch settlers.
  4. Piedmont—similar to North Germany—attracted German settlers.
  5. Desire for better lands on the frontier attracted settlers from various groups in the East and hastened amalgamation in the West.
- II. Ways of Living Influenced by the Geography of the State.
  1. Coastal Plain suitable for large farms—feudal system applicable.
  2. Piedmont and West adapted to small farms and more diversified agricultural pursuits.
- III. Geographic Influences During the Revolution.
  1. Inaccessibility by sea kept out the British.
  2. Sparse population did not encourage cooperation—gave rise to the Regulator Movement.
  3. Isolation prompted independence.
  4. Troop movements largely confined to natural highways.

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\*Adapted from Ben F. Lemert, "Geographic Influences in North Carolina History", *North Carolina Historical Review*, October, 1935.

**IV. From the Revolution to the Civil War.**

1. In agricultural interests the Coastal Plain opposed the Piedmont.
2. Invention of cotton gin and rise of large plantations and large fortunes in the East.
3. Exhaustion of land in the East and exodus of farmers to fresh lands to the West.

**V. The Civil War Period.**

1. Industrial and commercial activity a minor phase of the economic life of the State at this time.
2. Agricultural interests paramount; tremendous investment in slaves.
3. Agricultural system based on production of crops by slave labor.

**VI. Reconstruction Period.**

1. Resources undeveloped due to lack of funds resulting from collapse of Confederate financial structure.
2. Economic system upset through loss of money, property, and slaves.
3. Agricultural system based on production of crops by slave labor.

**VII. Modern North Carolina a Result of More Effective Use of Natural and Human Resources.**

1. Collapse of agricultural system through abolition of slavery—necessity for new ways of using resources.
2. Introduction of manufacturing about 1880.
3. Plentiful labor from farm.
4. Development of water power resources encourages industry.
5. Development of furniture industry provides market for lumber and labor.
6. Tobacco and cotton industries thrive on adaptable labor and proximity to sources of raw materials.
7. Decentralization of power resources and human resources offer unique opportunity to industries.
8. Contemporary problems largely occasioned by attempts to make better adaptations to a variety of environmental influences.
9. Effective use of the wide range of natural resources—possibilities for further development as a "balanced state."

**References:**

State-adopted free basal texts and material selected from Chapter V of this bulletin.

**GRADE VI**

The total sixth grade social studies program is concerned chiefly with Europe. Free basal texts are supplied for European geography and European history. It seems appropriate, therefore, to consider European contributions to North Carolina life in this grade. Particular emphasis should be placed on cultural developments—how the government and the thought and customs of the people have been affected by European beginnings and the way North Carolinians have adapted European ideas and have developed new ideas for changed conditions in a new world. Development of the North Carolina phase of this social science course might take place concurrently with the development of units of study treating European history and geography. A suitable plan, however, is the development of a separate unit on North Carolina after the class has had experiences in centers of interest directly concerned with European problems. Consideration at such a point allows development of European backgrounds and also furnishes an excellent means of relating that background to the immediate life of the child. To establish this relation and to touch on some of the cultural phases usually slighted, a unit of study covering a period of a month or two can be justified.

The following brief suggestions indicate some of the possibilities afforded in the total sixth grade social studies program for the study of North Carolina:

### OLD WORLD CONTRIBUTIONS TO LIFE IN NORTH CAROLINA

- I. Farming.
  1. Seeds and plants from the old world.
  2. Domesticated animals introduced into North Carolina.
  3. Methods of farming.
  4. Indian contributions to European civilization.
- II. Industries.
  1. Arts and handicrafts in the early homes.
  2. Later development of the factory system.
  3. Early importation of manufactured goods. The effect of the trade laws and navigation acts.
  4. The European guild system and the adaptation to conditions in North Carolina.
- III. Trade and Commerce.
  1. Monetary system: English and Spanish coin and notes—introduction of the decimal dollar system.
  2. Business practices: Rise of the capitalistic system.
- IV. Transportation.
  1. Road building—influence of Rome, England, and other countries on roads.

2. Horses and vehicles—importations and necessary adaptations.
3. Boats.
4. Canals.

#### V. Home Life.

1. Customs and habits—differences among English, Scotch, and German settlers in North Carolina.
2. Homes and types of houses—effect of pre-conceived notions of nationalities.

#### VI. Government.

1. English governmental practices.
2. Experiments and adaptations in colonial North Carolina: self-government, representation, democracy.
3. Importance of American contributions.

#### VII. Laws.

1. Hebrew contributions—the Ten Commandments.
2. Roman contributions.
3. English contributions.

#### VIII. Protection of Life and Health.

1. European knowledge of medicine and lack of science in early practices.
2. European weapons.
3. Old world systems of forts.
4. Failure of open-field methods of warfare: necessity for adopting Indian tactics.
5. Development of pioneering.

#### IX. Religion.

1. Contribution of the Hebrews.
2. The Christian religion and the European reformation.
3. Sects and denominations of European origin.

#### X. Literature and Music.

1. English literature predominant.
2. Effect on thought, attitudes and habits of early North Carolinians.
3. European songs.
4. Development of American folk songs and plays.

#### XI. Architecture.

1. Greek and Roman influences.
2. Gothic influences.
3. Development of American style.

#### XII. Education.

1. Connection between school and church.
2. Classical curriculum from 17th century England.
3. Education in the home and by private tutors.
4. Development of a system of public schools.

#### XIII. Recreation.

1. Games, dances, parties.
2. American innovations—husking and quilting bees.

**XIV. Population.**

1. Race elements in North Carolina's population.
2. Places of settlement of various nationalities.
3. Characteristics of English, Scotch, Scotch-Irish, German, Swiss, French, and Negro settlers.
4. Characteristics still dominant in North Carolinians.

**References:**

For the pupil: The basal history text for the sixth grade presents material suitable for correlation with a study of Old World contributions to North Carolina. Among other titles helpful in the total sixth grade program are:

Andrews. *Ten Boys Who Lived on the Road from Long Ago to Now.* Ginn.

Bachman. *Great Inventors and Their Inventions.* American.

Bonser. *How the Early Hebrews Lived and Learned.* Macmillan.

Chapman. *Stories of Our European Forefathers.* Houghton.

Coffman. *New World Settlement.* F. A. Owen.

Couleomb. *What Europe Gave to America.* Scribners.

Dearborn. *How the Indians Lived.* Ginn.

Deming. *Indian Life.* Laidlaw.

Hall. *Our Ancestors in Europe.* Silver.

Kelty. *The Old World Beginnings of America.* Ginn.

Riis. *Making of an American.* Macmillan.

Wells. *How the Present Came for the Past.* Macmillan.

Woodburn & Moran. *Finders and Founders of the New World.* Longmans.

For the teacher: See Chapter V. of this bulletin.

**GRADE VII**

The seventh grade study of North Carolina should emphasize the geography of the State. Basal material is provided in the supplement to the State-adopted geography for the seventh grade. In developing instructional units, however, it is suggested that provision be made for a brief review of the history of the State. Such a review may be developed as a center of interest in the study of American history which takes place in this grade.

Throughout the major courses in history and geography in this grade teachers should seek to establish relationships between North Carolina and other places studied. Similar geographic conditions and similar movements in history should be recognized and interpreted; contrasts should be revealed and implications explained. Special attention should be given to North Carolina's part in the development of the United States.

A statement of desirable outcomes will serve as an indication of the lines along which the study should be developed.

**I. Major understandings.**

1. An understanding of how natural environment has influenced the settlement of the State and determined ways of making a living.
2. An understanding of the basic factors in living in each of the human use regions of North Carolina: Tidewater, Western Coastal Plain, Piedmont, and Mountains.
3. A concept of North Carolina as a State of economic and geographic contrasts which make for diversification of occupations and a balanced economy.
4. An understanding of geographic factors which make North Carolina a State of small towns and decentralized industry.
5. An understanding of the influence of cultural elements in the development of the State.

**II. Abilities and Skills.**

1. To read and interpret maps of North Carolina showing such features as topography, political subdivisions, rainfall, temperatures, products, populations, manufacturing, and other information which can be shown symbolically.
2. To locate the physiographic regions on an uncaptioned map.
3. To locate centers of industry, education, agriculture and places of scenic and historic interest.
4. To locate national and State parks.
5. To locate arterial routes of the railways, highways, airways, and waterways of the State.
6. To locate the State institutions of public welfare and higher learning.
7. To trace briefly the development of industry and agriculture in the State.
8. To describe briefly the natural resources of the State.
9. To describe the organization and function of contemporary government.

**III. Appreciations and Attitudes.**

1. Appreciation of the cultural heritage of the State.
2. Appreciation of natural resources and scenic beauty.
3. Realization that every North Carolinian has a part in the development of the State.

**GRADE VIII**

The Central Curriculum Committee of the Twelve Year Program Study gave much thought to the problem of grade placement with reference to the study of the State. It was the consensus of this group of more than 100 teachers and administrators that the whole program for the eighth grade should be built up around the study of North Carolina and its various local communities. The Committee felt that eighth grade pupils were mature enough to consider some of the more intricate social and

economic problems of the State, and for the most part had developed sufficient reading skill to enable them to use profitably most of the published materials about the State.

The type of social studies program which the Committee envisioned for eighth grade pupils is very broad and includes not only history but also geography, sociology, economics, and other social science work. The broad experiences growing out of such a study would serve as a core for the whole program and a means of integrating learning from all fields. When this plan is followed, arithmetic problems would be related to North Carolina; the science work would give special attention to North Carolina plants, animals, and minerals; the study of health would be centered upon State health problems; the language arts work would include much about North Carolina writers, and about literature with a North Carolina setting; and all pupils would be given an opportunity to learn about North Carolina music and art.

In the language arts area, for example, pupils at this educational level can use profitably much of the literature by North Carolinians, and also that with a North Carolina setting, for parallel reading. As an experiment, one eighth grade teacher asked each pupil to write a review of the North Carolina book he liked best. The following reviews are of books that seem to be most popular with the pupils. They show that many eighth graders can read such material with profit and pleasure.

### BOOKS ABOUT NORTH CAROLINA WHICH WE HAVE ENJOYED\*

*Meggy McIntosh* by Elizabeth Janet Grey

*Meggy McIntosh* is the story of a Scotch girl of the 1770's who came to America to follow in the footsteps of Flora McDonald. This book, based on actual historical happenings, is written about the Cape Fear region of North Carolina during the Revolutionary Period. The author, popular writer of North Carolina stories, is Elizabeth Janet Grey.

Berta Allen Russ.

*Jane Hope* by Elizabeth Janet Grey

*Jane Hope* is the exciting story of a typical American girl of twelve. The story takes place in Chapel Hill, N. C. This book gives interesting facts about the University of North Carolina.

The height of Jane Hope's ambitions was to go to the dances at the University. Her schemes at trying to get an invitation make this book one you will not forget. It is easy to read and is interesting to both boys and girls.

Betty Shields.

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\*Reviews written by pupils in the eighth grade, Needham Broughton High School, Raleigh, Mrs. Mary Sue Beam Fonville, Teacher.

*They Loved To Laugh* by Kathryn Worth

The story told in this book takes place in Guilford County, North Carolina, about 1831. It tells how Martitia Howland learned to laugh after the death of her mother and father when she went to live with Dr. David, the country doctor. Dr. David had an interesting family consisting of his wife, a daughter and five sons. The book tells not only the story of Martitia but also shows the contributions each of his five sons made to our State.

Nancy Rawls  
Ann Barnes.

*River Rising* by Hubert Skidmore

The story of a boy of eighteen and how he wished to become a doctor is written in a very interesting form in this book. York Allen, the main character, had many hard times while he was teaching school in a lumber camp for \$200, which he hoped would send him to medical school. I enjoyed *River Rising*, because of the way in which the author described the ways of the people in the back hills of North Carolina.

Ned Ruggles.

*Marching On* by James Boyd

This book continues the story of the Fraser family which was begun in *Drums*. It centers around James Fraser and his love and military life in the Civil War. It shows something of the courage of the people of the South before the war and how they belittled the Yankees. You get an idea of the hardships and torture of the soldiers on both sides. There is a beautiful description of plantation life before the war and how all this was changed by the war. This book is very interesting and is certainly worth reading.

Hubert Rhodes.

*The Lost Colony* by Paul Green

The story of the colonists sent from England by Sir Walter Raleigh to Roanoke Island, is vividly told by Paul Green in his "Symphonic drama," *The Lost Colony*. This play tells of the friendly and unfriendly Indians to the colonists, the hardships in the early lives of the settlers and the birth and christening of Virginia Dare, the first English child born in America. It does not, of course, solve the mystery about what happened to the Roanoke settlers, but it does help them catch something of their faith and courage.

Barbara Barnes.

*The Highland Call* by Paul Green

*The Highland Call*, by Paul Green is a play about the life of Flora McDonald, the Scotch heroine. It covers the period from the time she came to America with her family and settled in North Carolina until she was sent back to Scotland by Revolutionary War leaders. It is filled with the exciting history of the Scotch settlers. Throughout the play you find humorous lines. It mentions many outstanding Scotch names prominent in North Carolina history.

Joe Beach.

*The Four Million* by O'Henry (William Sydney Porter)

In the introduction to this book, O'Henry states that one person said that there were only four hundred people in New York worth noticing. He thought that there were four million people worth attention. In this book he portrays the life of some of these four million. In accordance with his style of writing, the stories have very surprising endings. Some of the stories I liked best are "Memoirs of a Yellow Dog," "Gift of the Magi," "The Skylight Room," and "The Romance of a Busy Broker."

Robin Scroggs.

## STUDYING THE STATE OF NORTH CAROLINA

*Stories of the South* by Addison Hibbard

Would you like to read a book of short stories about the South? You can find such tales in the book, *Stories of the South*. Addison Hibbard collected and edited the twenty-six different stories, each of which is by a different author. Some of these stories are about the Confederate armies and why they failed. Other stories have such titles as: "Mt. Pisgah's Christmas Possum," "The Gay Dangerfields," "Pioneers," "A River of the Black Border," and "Buttin' Blood."

W. L. Slater, Jr.

*Bundle of Troubles and Other Tar Heel Tales* by W. C. Hendricks

In order to preserve some of the old tales which have never died out in North Carolina, the workers of the North Carolina Writers Project visited people, black and white, in all the sections of North Carolina and recorded the tales they told. These tales have recently been printed in a book which was edited by W. C. Hendricks and illustrated by Hilda Ogburn. Some of the most enjoyable stories are "Bundles of Troubles," "Pappy's Tater Patch," "Trocea," "A Night At Pickey's," "Cheese-box Church," "John Henry of the Cape Fear," "Miss Nanny," and "Woman Trouble." These tales are full of interest and humor, and make delightful reading.

Joyce Sapp.

*Cabins in the Laurel* by Muriel Early Shepherd

Have you ever read a book about people who have never heard jazz music, do not wear shoes except in winter, and wear overalls for their Sunday best? You can find out about such people in *Cabins in the Laurel*. The characters in this book are real; they are residents of the Toe River Valley in Western North Carolina. The book tells about their life as farmers. The people of this valley as a whole live to a ripe old age, and often they live so long that they forget how old they really are. They seem old fashioned in their ideas and habits. It is interesting to read about them.

Martha Jo Sedberry.

*Down Goose Creek* by William Seeman

This is an exciting and interesting book about a journey made in a canoe down Goose Creek into the Neuse River, and finally, to the ocean. The trip was made by William Seeman, his father, and "Shady Jones," a Scout leader. Since the author was only ten years old when he wrote the book, you might imagine the book is just for very young people, but it is not. You may learn by reading it many interesting things about the Neuse River and the land around it.

Joyce Richert.

*Down Home* by Carl Goerch

A very vivid picture of North Carolina from the mountain people in the west to the fishermen on our eastern coast is given in *Down Home*, by Carl Goerch. It gives better understanding, and educational resources. The book also tells of many of our State's outstanding and interesting people and gives some true stories of events that have taken place in our State.

Alice Sanders.

*Miss Sue and the Sheriff* by Robert Burton House

This is a true story about the home life of a Halifax County boy who is grown now and serves as Chancellor of the University of North Carolina at Chapel Hill. He had nine sisters and brothers—Charles, Joe, John, Harvey, Hugh, Helen, Mary, Sue, and Norman. All of them paired off by age but he was too young to go around with the older children and too old to go around with the younger ones. He always wanted to be older until he had an exciting experience that changed his mind and left him content to be young.

Shirley Benson.

*The Boy's Life of the Wright Brothers* by Mitchell V. Charnley

This book is both an interesting biography of two famous men and an interesting story of the experiments and early history of the airplane. Wilbur and Orville Wright were sons of a minister. Wilbur was born in 1867 and Orville in 1871. Most of their education was gained at home. From early boyhood they had a keen interest in aeronautics. The book tells the story of the time and study spent in perfecting the airplane, of the caution and care in making experiments, and of the first flight at Kitty Hawk, North Carolina. It makes one realize the important part the sand dunes of our native State played in the first flight of the airplane.

Randall Shipstead.

Many teachers are "history-minded" and will want to make history the core of the eighth grade program. Such an approach is quite satisfactory, if the study is adequately broadened and enriched. In fact, most eighth grade teachers have found that the abundance of historical material that can be read by eighth grade pupils makes such a plan most desirable in large classes. By guiding pupils into appropriate activities and by emphasizing important aspects of the study, pupils will master essential information and gain clear concepts. The following outlines show how the major centers of interest may be developed:\*

### NORTH CAROLINA HISTORY *Centers of Interest*

- I. North Carolina as the White Man Found Her.
- II. Permanent Settlers in North Carolina.
- III. Early North Carolina Government (1663-1776):
  - (a) King, (b) Proprietor, (c) King.
- IV. North Carolina during the Revolutionary War.
- V. Life in North Carolina from 1790 to 1860.
- VI. North Carolina Blighted by the Civil War.
- VII. North Carolina's Return to Prosperity since 1900.

*Concepts to  
Be Developed*

*Aspects To Be  
Emphasized*

*Suggested Activities*

UNIT I. *North Carolina as the White Man Found Her.*

Natural resources

What nature has done for our State—

1. Native animal life
2. Native plant life
3. Minerals and soils
4. Water power

Considerable map work should be done in order to fix sounds, rivers, mountain ranges, etc.  
Read history and geography material.

\*From State Department of Public Instruction Publication No. 189, *A Study in Curriculum Problems*, pp. 209-212.

<i>Concepts to Be Developed</i>	<i>Aspects To Be Emphasized</i>	<i>Suggested Activities</i>
Adaptation of life to physical environment	What white men found here— 1. Indian life and customs. 2. Indian responses to white man.	Through field trips the general topography of soils, kinds of trees in each region, and all types of plant and wild life should be emphasized and specimens classified or mounted.
	How North Carolina is divided into three physical regions which have developed equally distinct historical patterns— 1. Shifting sandbanks and changing inlets make the coast unsuitable for ships to enter. 2. The rivers of the Piedmont section that flow through South Carolina to the ocean were avenues for earlier settlers to enter North Carolina. 3. In early days the Blue Ridge formed a barrier between East and West, preventing easy migration westward.	Through dramatizations, playlets (in costumes made by children), clay modeling, making friezes, etc., illustrate Indian life. Make a physical map of North Carolina showing major divisions, streams, etc.
	Raleigh's attempt at settlement failed partly because of the character of the Carolina coast. Other settlements.	Make the Roanoke Island settlement in miniature.

#### UNIT II. Permanent Settlers in North Carolina.

Influences of geography on early settlers	How geographical influences determined location of settlers— 1. English in eastern, tidewater region. 2. Highland Scotch on Cape Fear. 3. Scotch-Irish and Germans in Piedmont region.	On outline maps locate (by using various colors) all nationalities. Interview older people in community and report on outstanding people and landmarks. Read extensively and enjoy poems by John Charles McNeil.
	Why our mountains received a mixture of all nationalities. Dealings with Indians. Native customs and interests of early white people in North Carolina.	Summary: Have oral or written reports of group work. These may be in dialogue, puppet shows, old time story telling, playlets, dramatizations, chapel programs. Use Jamestown settlement, The Lost Colony, Sir Walter Raleigh, Indian Life.

<i>Concepts to Be Developed</i>	<i>Aspects To Be Emphasized</i>	<i>Suggested Activities</i>
<b>UNIT III. Early North Carolina Government (1663-1776).</b>		
Life in North Carolina under proprietors and under the king	<p>How a country is ruled by a king or queen.</p> <p>How North Carolina came to have proprietary government and the effect on the people.</p> <p>How representatives were chosen by the people to help make the laws. Effects.</p> <p>Why proprietors sold land, collected rent, and taxes. Results.</p> <p>Why the English king reclaimed Carolina and how he ruled. Effect.</p> <p>Why N. C. fought for her king.</p> <p>Effect of sectional disputes over allegiance.</p> <p>Why N. C. took steps toward independence. Period of stress. Final results.</p>	<p>Dramatize colonial life under the proprietary government.</p> <p>Study "Trade Laws" of this era.</p> <p>List England's advantages in getting Carolina away from the proprietors.</p> <p>Summary: Construct a "Time line" (1663-1729) locating leading events of whole period.</p> <p>Debate: North Carolina Government under the king versus proprietors.</p> <p>Reports on Transylvania and Watauga settlements.</p> <p>Make scrapbooks of local history (Moore's Creek Bridge, Hillsboro).</p> <p>Summarize entire period.</p>
<b>UNIT IV. North Carolina during the Revolutionary War.</b>		
Adaptations to political conditions	<p>How the inhabitants settled matters at home. Development of parties.</p> <p>Why North Carolina contributed soldiers and officers to help with the war.</p>	<p>Dramatize the Halifax convention.</p> <p>List and impersonate North Carolina signers of Declaration of Independence.</p> <p>Trace on outline maps with colors:</p> <ol style="list-style-type: none"> <li>1. Cornwallis' march to Charlotte.</li> <li>2. Green's retreat to the Guilford Courthouse.</li> <li>3. Cornwallis' flight from Guilford to Wilmington.</li> </ol>
Adoption of State Constitution	<p>Problems facing North Carolina at close of war.</p> <p>How to treat the Tories.</p> <p>What to do with the western lands.</p> <p>Should North Carolina join the Union.</p> <p>How to operate under National Constitution. Need for State Constitution.</p>	<p>Summary: Lead the pupils to see the unit as one coherent narrative.</p>
<b>UNIT V. Life in North Carolina from 1790-1860.</b>		
Hardships during the first forty-five years of independence.	<p>How the East and West differed: home life, business life.</p> <p>Lack of roads, schools, and churches.</p> <p>Rapid decrease in population due to worn-out lands.</p> <p>Improvement in first forty-five years: new capitol, State University, roads, money for free schools.</p>	<p>Show relation of North Carolina and United States by an events chart.</p> <p>Show by graph improvements due to State aid—schools, roads, etc.</p> <p>Encourage reading of biographies such as: Calvin H. Wiley (first State Superintendent of Schools), John M. More-</p>

*Concepts to Be Developed*

Changes in State Constitution.

Improvement by leaps and bounds.

UNIT VI. *North Carolina Blighted by the Civil War.*

Life in North Carolina with slavery.

Dark Days in North Carolina

UNIT VII. *North Carolina's Return to Prosperity*

Dawn of a New Era

World problems, peace commerce, extension of power  
Increasing interdependence of people as transportation, communication, and inventions develop

*Aspects To Be Emphasized*

How the Constitution was changed, giving election of governor to people.  
How for fifteen years Whig governors favored State aiding internal improvements.  
Transportation: by rivers and canals, building of railroads.  
Literary Fund for schools in 1825.  
State system of schools begun in 1840.  
Churches make provision for education of women.  
State Institution for Deaf, Dumb, and Blind established.  
State Hospital for Insane built.

What was the basis for secession?  
How were the people divided on the question?  
What was the effect of Lincoln's call for troops?  
North Carolina's contribution to the Civil War.

What were the major problems?  
Civil Rights Bill.  
14th Amendment.  
Convention of 1868.  
The Negro.  
How agriculture and industry were hindered.  
Why new political parties came into existence.

How the new generation began to manage State governmental affairs.

How problems of revitalizing education were handled.  
North Carolina's part in World Wars I and II.  
Military camps, food, loans, persons.

Determine North Carolina's rank today as to: agriculture, manufacturing, road building, public schools, use of natural resources.

*Suggested Activities*

head (promoter of railroads), David L. Swain (leader in convention of 1835 and president of State University).  
Draw railroad systems and locate connecting towns on an outline map.

Summary: Sketch a large North Carolina map and indicate internal improvements.

Develop stage scenes giving cross-section of North Carolina growth.

Dramatize Convention of 1861.

Through dialogues and debates extend interests in group and social problems. Promote appreciation of deeds of forefathers; faithfulness of Negroes; heroism of N. C. Women.

Make descriptive booklet of outstanding persons in this period.

Interview old citizens and give reports on: Days of Freedom, Ku Klux Klan, Carpet Baggers.

Tell and dramatize local history of the period.

Illustrate graphically and comparatively political and social progress of this period.

since 1900.

Make a biographical chart of the period.

Give two or three minute talks on yesterday and today, communication, travel, health, education, industry.

Discuss peace plans and needs.

Use current events.

Encourage reading, conversation, and collecting exhibit materials.

Dramatize model court and list essential practices of a present-day citizen.

*Concepts to Be Developed**Aspects To Be Emphasize**Suggested Activities*

The increased effect of State government on the people

How North Carolina by selling bonds has made possible good roads, school houses, etc.  
How each child in the State is given nine months of schooling.  
How public health is promoted.  
Some things which will improve our State: Fewer tenants, more people "live-at-home," more people owning live stock, better homes, better farming, reduce illiteracy, develop libraries and library truck service.

Summary: Take an imaginary trip over the State through use of books, reference material, and plans.

Make North Carolina booklets of drama, playmaking, inventions, art, music.

Make graphs showing North Carolina's progress along many lines.

The study should not be limited to a single text, although a very large part of the work will come from one of the State-adopted histories. Many books should be used as references. An extended list of adaptable materials is given in this bulletin, Chapter V, *Suggestions for North Carolina Materials*. For the eighth grade the following books are especially recommended:

Newsome-Lefler. *The Growth of North Carolina.*<sup>(1)</sup>

Arnett. *The Story of North Carolina.*<sup>(1)</sup>

Hill. *Young People's History of North Carolina.*<sup>(2)</sup>

Kelly-Baskervill. *The Story of Conservation in North Carolina.*<sup>(3)</sup>

W.P.A. Writers. *North Carolina: A Guide to the Old North State.*

In addition to using the books in this basic list and others from the extended list in Chapter V, many pictures, charts, maps, exhibits, and other audio-visual aids should be used. Especially recommended is the 16 mm. sound motion picture, *Variety Vacationland*, and other materials relating to North Carolina that are distributed at a nominal charge by the Bureau of Visual Instruction, University of North Carolina, Chapel Hill.

Observation in a large number of eighth grade classrooms and conferences with principals and teachers about the study of the State have established the fact that the study of North Carolina

(1) Suitable as eighth grade text.

(2) Used for many years as the State-adopted history for the sixth grade. Copies are still available in quantity in most school systems.

(3) A limited number furnished free to all schools in 1941-42. Check with your principal, superintendent and fifth grade teacher if copies are not on hand for the eighth grade.

in our eighth grades is in many cases only a study of the State's history with the major emphasis being placed upon political history. To insure a broader program, teachers should plan with their pupils a tentative outline of work at the beginning of the year. A review of the section for grades 5-8 in this chapter will suggest the main areas of work and centers of interest. Class discussion will help to clarify pupil needs and will give important clues to pupil interest.

Examples showing how work in other fields may be related to North Carolina will be found in Chapter IV, *Illustrative Units of Work*. Suggested procedures for developing units of work and preparing written accounts of them will be found in Chapter II, *Suggested Classroom Procedures*.

The following topics may be developed into stimulating large units of study in the eighth grade:<sup>(1)</sup>

1. How people make a living in North Carolina.
2. Handicrafts and hobbies in our State.
3. Raw materials and manufactured products in our State.
4. The people of North Carolina and whence they came.
5. Dramatic incidents in our State's history.
6. Geographic conditions which affect life in the State.
7. Men and women who have contributed to the welfare of our State.
8. What the State does with taxes or public money.
9. Young people and their opportunities in the State.
10. Cities, houses, schools, churches, and roads in the State.
11. Dependence of North Carolina upon other areas.
12. The contributions which good health and education can make to life in the State.
13. What North Carolina can do when the Nation is at War.
14. The proper use of the State's wealth of resources.
15. The essential elements in good communities in typical areas in the State.

#### PROVISIONS FOR RESOURCE-USE EDUCATION<sup>(2)</sup>

Development of appropriate units of study in the eighth grade should give the pupil a clear understanding of basic resources and the relationships that exist between them. Teachers should help pupils classify the State's resources under the following five headings:

1. *Human wealth*—the people of the State, their health, intellectual capacity, social development, etc.

(1) From State Department of Public Instruction Bulletin No. 235, *A Suggested Twelve Year Program for the North Carolina Public Schools*, p. 187.

(2) Many of the suggestions given here are adopted from John E. Ivey, *Channeling Research Into Education*. Washington: American Council on Education. 1944.

2. *Natural wealth*—climate, soils, water, forests, minerals, wild life, etc.
3. *Technological wealth*—the “know how” of the people, their ability to produce goods and services of high quality in an efficient manner.
4. *Capital wealth*—money, industrial plants, tools, machinery, etc.
5. *Institutional wealth*—schools, churches, hospitals, etc.

The teacher should help the class in making a realistic appraisal of the wealth of the State and of the community in which they live. Special stress should be placed upon the relationships that exist. Readings, discussions and other activities should help the pupil to see that

1. There is a natural balance among the various elements of our environment when left undisturbed.
2. When this balance is violently disturbed valuable natural resources may be lost. For example, when hillside forests are destroyed and the land is used carelessly for farming, erosion sets in, streams are filled with silt, and floods are more likely to occur.
3. Man suffers when he destroys his natural resources—that “poor land makes poor people”.
4. The “mining” of our resources should be stopped and every effort should be made to achieve a sustained yield; that is inexhaustible and renewable resources should be used wherever possible in place of exhaustible resources.
5. The way people use their resources can be guided by education, government, business, and responsible individuals.

A study of the text, *The Story of Conservation in North Carolina*, will help the pupil to understand these relationships and the fundamental resource-use concepts outlined in Chapter I of this bulletin. Teachers who have not had training in this field will need further reading for background. The following books are recommended for teachers:

Bennett and Pryor. *This Land We Defend*. New York: Longmans Green & Co. 1942. \$1.50.  
Chase. *Rich Land, Poor Land*. New York: McGraw-Hill. 1939. \$2.50.  
Lord. *To Hold This Soil*. Washington: U. S. Department of Agriculture. 45¢.  
Parkins and Whitaker. *Our Natural Resources and Their Conservation*. New York: John Wiley and Sons. 1939. \$4.00.

Renner. *The Conservation of Our Natural Resources.* New York:  
John Wiley and Sons. 1942. \$2.75.

Sears. *Deserts on the March.* Clearwater: Oklahoma University  
Press. 1935. \$2.50.

### BUILDING CIVIC ATTITUDES

One of the major outcomes of the eighth grade work should be improved civic attitudes. By the time the pupil reaches this grade he should be aware of the fact that he is rapidly approaching maturity and in a few years will become a full-fledged citizen. The study of State and local governments should help the pupil to realize the nature of his responsibilities as an emerging citizen; it should encourage self-reliance, initiative, and originality; it should give him real experiences in democratic living in the classroom.

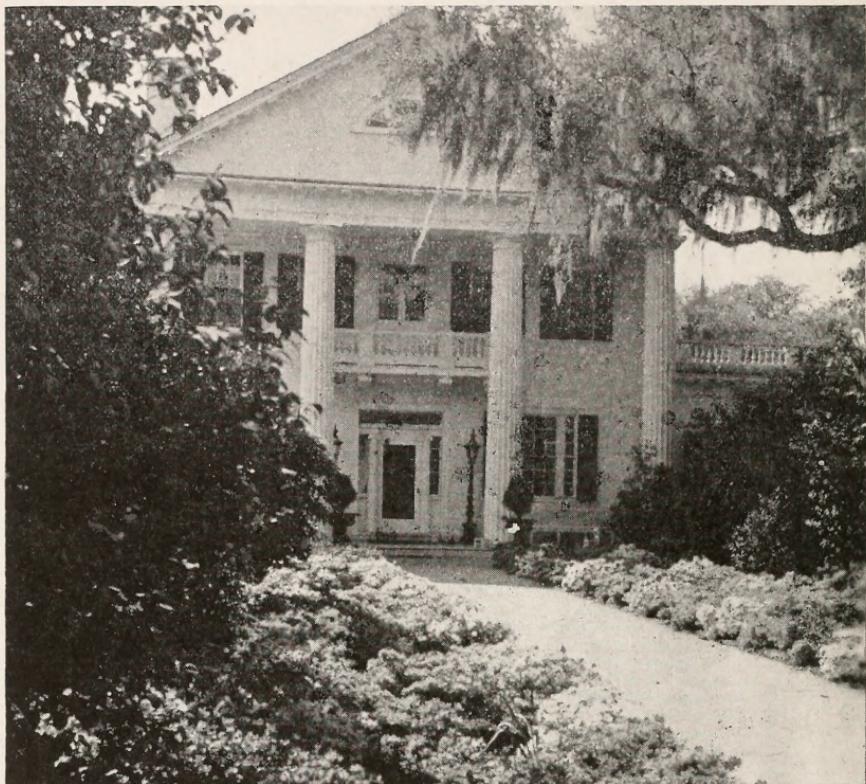
When pupils get the facts about the State—its history, government, economic and social life—they are in a position to think about our problems and it is by thinking through these problems that civic attitudes are built. The good teacher will so guide the development of these attitudes that pupils will think constructively about our problems and will want to take an active part in their solution.

### HIGH SCHOOL

The study of North Carolina at the secondary level will occur most generally in connection with other courses. Taking into account the pupil's maturity and more adequate background of academic achievement, treatment of North Carolina should consider some of the more intricate State problems. Several of the usual high school courses offer a good opportunity for inclusion of the study of North Carolina. In the ninth grade, for example, the course in citizenship may include a study of State government and contemporary social and economic problems. In the eleventh grade when geography is offered as a regular course much valuable material about North Carolina may be correlated with the regular work, and general geographic principles may be illustrated with specific examples in North Carolina. In the eleventh grade an opportunity for correlation is also found in connection with the course in American history. In the twelfth grade course in Economics and Sociology pupils should devote some time to a study of the economic and social problems of the State.

In high schools with six or more regular teachers of academic subjects a regular credit course may be offered, preferably in the eleventh or twelfth grade. A regular course at this level permits

the use of considerable material on the adult level and offers an excellent opportunity for an intensive study of human and natural resources of the State and its economic and social development. The emphasis should be on contemporary problems and should help acquaint the pupil with organization and function of State government.



## ORTON

The most attractive of all the old colonial estates on the Cape Fear is Orton Plantation, originally the home of "King" Roger Moore. The estate consists of more than 10,000 acres lying along the southwest border of the Lower Cape Fear about midway between Wilmington and the Atlantic Ocean. Situated in Brunswick County, the center of the estate is about two miles from the site of the old town of Brunswick.

The house, or Hall, was built in 1725 and for over two centuries has withstood the vicissitudes of a changing social and economic order and the continual assault of the elements. Today the mansion stands in stately grandeur amid moss-draped live oaks atop a bluff overlooking the Cape Fear and is regarded by competent critics as one of the finest examples of colonial architecture extant.

About a mile to the south lie remnants of the ruins of Governor Tryon's Russellborough residence, where in February, 1776, occurred the first open resistance to the British Stamp Act when a group of armed men surrounded the palace and demanded the surrender of the custodian of the stamps.

*In a unit of study on Colonial North Carolina what other old homes and early settlements should your pupils learn about?*

## CHAPTER IV

# ILLUSTRATIVE UNITS OF WORK

In order to get suitable illustrations showing how teachers have approached effectively the study of the State, a large number of outstanding teachers were asked to submit written accounts of units of work developed in their classrooms. From the accounts and descriptions received in response to that request, six units of work have been selected for reproduction here. Most of them are quite brief and do not tell all that was done in the study, but they do give a good general idea of how the various groups went about their work. They also illustrate the great variety of approaches possible and indicate the many aspects of the State's development that may be selected for emphasis.

Five of the six units printed here were developed in the eighth grade and one in the fifth grade. The procedure in any one of the units may be adapted to a different grade if the teacher makes adjustments in materials and methods in keeping with her grade level.

Teachers should not teach units of work developed by others. Each teacher should plan new units of work in her class. This planning with pupils is perhaps the finest part of the learning experience, as it encourages critical thinking and stimulates creative ability. Of course, units may be on the same topics, but the experience of each classroom group should be different. From the accounts given below, teachers can get many ideas and suggestions that will be of help in their own situations.

### FROM COMMUNITY TO STATE\*

Early in the school year my pupils became interested in the history of our town and county. This was largely a result of trips made to places of historic interest in and near our town. Following up this interest and enthusiasm we decided to compile a brief history of Clinton and Sampson County.

The members of our class wrote to eighth grades in other county seats in North Carolina, telling them what we were doing and asking them to send us historical information concerning their towns and counties or any other interesting information that they might have about their section of North Carolina. In return we promised to send a copy of our history when completed. The students also wrote to many chambers of commerce in North Carolina asking for information. We received many interesting and informative answers to these letters.

\*A unit of study developed in the eighth grade by Mrs. Frances Crawford Winfrey, Clinton School, Clinton.

I feel that the class had many opportunities to gather and organize social studies materials and to use the basic language and number skills through participation in the activities growing out of this unit of work. Each student was responsible for writing three letters, and reporting to the class the information received in replies to them.

Committees were appointed to work on different phases of the history we were compiling. By allowing the more capable students to do more work than the slower ones, provision was made for individual differences. Our art work often centered around scenes of interest in our town and county. On our bulletin board we displayed this work along with pamphlets, pictures, post-cards, and maps received from other sections of the State.

The major outcome of this activity was a broadened interest in our State as a whole. This interest was stimulated greatly by the letters received from other eighth grade students in the various regions of the State.

When our letter-writing project was well under way, we began a more intensive study of North Carolina. Each student was given a desk copy of Arnett's *THE STORY OF NORTH CAROLINA*, which we used as the chief source of information. We used a number of reference books on North Carolina. Our classroom collection of North Carolina books included about twenty copies each of Rowe's *DISCOVERING NORTH CAROLINA*, Hill's *YOUNG PEOPLE'S HISTORY OF NORTH CAROLINA*, W. C. Allen's *THE STORY OF OUR STATE*, Warren's *NORTH CAROLINA YESTERDAY AND TODAY*, Seventh Grade Geographies with *NORTH CAROLINA SUPPLEMENT*, and single copies of Carl Goerch's *DOWN HOME*, the *NATIONAL GEOGRAPHIC MAGAZINE* for August 1941, and *COMPTON'S PICTURED ENCYCLOPEDIA*. We had access to other reference material in the school library.

We obtained helpful material from the North Carolina Historical Commission, the Department of Public Instruction, the Department of Conservation and Development, and The North Carolina State Museum. We had access to current issues of *THE STATE*, *NORTH CAROLINA EDUCATION*, and other magazines. Our set of *NORTH CAROLINA SOCIAL SCIENCE MAPS*, published by Denoyer-Geppert Co., a blackboard map of North Carolina, and a Comparative Wall Atlas (Hammond) have proved very helpful.

We completed ten booklets on North Carolina dealing with the following topics: Government, Education, Transportation, Farming, Culture, Home Life, Industries, Conservation, Health, Trade and Commerce. The class was divided into ten committees, each committee taking up their subject as they found it in early North Carolina history and tracing its development to the present day.

The class made a frieze which was hung on one side of our room. It is divided into four sections depicting the geographical variety

of North Carolina. The first section is a profile map of the State; the second shows scenes from the Mountain Region, the third scenes from the Piedmont Plateau, and the fourth scenes from the Coastal Plain.

## RESOURCES AND REGIONS OF NORTH CAROLINA\*

### I. HOW UNIT ORIGINATED.

In studying a unit in our history book we became interested in the industrialization of the South after the Civil War. This led us into the study of the growth of North Carolina. And since in our school North Carolina history is studied in connection with American history, the class discussion was easily narrowed down to interests here at home.

Questions were asked by the teacher which allowed the group to discuss this State and its progress in the economic world. Soon there began to arise social and political inquiries. Having already made an intensive study of the havoc wrought upon North Carolina in the Civil War, we found it very easy to take up the threads at this point and move on with them.

Several pupils suggested that we spend some time on North Carolina alone, studying its progress from 1870 to the present time.

### II. PREPARATION MADE BY TEACHER.

- A. This being a big venture it became necessary for the teacher to find material and classify the subject into smaller parts.
- B. Pamphlets and North Carolina magazines were procured from pupils who either had them at home or wrote for them. These were neatly filed in the classroom for reference. This filing of current materials each year is very important in developing a classroom reference library.
- C. General histories of North Carolina were perused for definite information on this particular period.
- D. The librarian, working with the teacher, compiled a bibliography of available material.
- E. Pupils were classified into committees which were to be responsible for finding any and all material on North Carolina's progress. So much of this came in that it necessitated a "weeding out". This within itself was educational. The filing of important material was gladly done. (This can be done very easily by getting a cardboard box from any business concern. Ours was 21" x 15" x 16" in size. Materials can then be used from this class index and put back in place later.)

\*Developed in the eighth grade, Alexander Graham Junior High School, Charlotte. Mrs. Martha C. Chapman, teacher.

F. Certain pupils were elected Custodians of Filing Cabinet. This inspired pride in their findings.

III. OBJECTIVES.

- A. To satisfy a natural curiosity about the native State which was aroused by the discussions on the subject of "Industry Becomes a Giant in the United States."
- B. To show this State as outstanding in importance in any study of the New Industrial Revolution which started after 1870, North Carolina being a Southern State that has made most rapid strides in industry.
- C. To learn of the variety of natural resources found in the State and the many kinds of soil and climates in North Carolina. This State can be used as a good proving ground for examples in the importance of conservation of natural resources as well as in industrial advantages.)
- D. To give an appreciation of the value of independent thought and direct action that have always characterized the people of North Carolina.
- E. To understand by concrete examples the development of different kinds of industries in this State which led to the improvement of the country as a whole.
- F. To give general information about the natural resources of the State and how they have been used.
- G. To arouse an appreciation of and a sensible pride in the attainments of great leaders in the State.
- H. to be able to evaluate the State of North Carolina in the light of other states in the Union.

IV. ORGANIZATION.

- A. The class used its usual organization for this project: President, Vice-President, Secretary, and Treasurer, Room Chairmen, and Row Chairmen, all working as leaders in committee planning.
- B. The topics for these programs were selected by the class from several that were suggested.
- C. Guided by the teacher the program was finally arranged by the program committee headed by the Vice-President.
- D. Each of the five rows under the leadership of an elected chairman took charge of a program for one week.
- E. The librarian placed all North Carolina material on a special shelf in the library.
- F. All material on North Carolina was displayed on the table, bulletin board and shelves in the classroom.
- G. Certain needs of the pupil were fulfilled in the following manner:

1. *Responsibility of leadership.*
  - a. The filing cabinet was in charge of a chairman.
  - b. The publicity chairman planned for posters and pictures of interest about the State to be posted on the bulletin board.
  - c. Each row chairman was responsible for the program for his own appointed day and presided over the meeting for the day.
2. *Individual responsibility.*  
Every person in the room had a specific talk to make which fitted in with the plan for that day.

#### H. North Carolina exhibits displayed in the school halls.

#### V. DEVELOPMENT OF THE UNIT.

##### A. Use of special talents:

1. Those who were good at making things with their hands brought in projects.
2. Poems were written by those who felt so inclined.
3. Plays and stories were written by some. One row acted a play which had been written by a member of the group. (These need not be elaborate.)
4. Displays of projects pertaining to North Carolina industries, such as hooked rugs, cotton, tobacco, furniture.

##### B. The following planned program was used as an outline:

1. First Committee: *Carolina's Sea Coast—Past and Present.*

Row I presented a program on North Carolina's sea coast. Different classes used their own ideas for this. One class read aloud parts of Paul Green's play, "The Lost Colony". Another told of Blackbeard, the pirate. Each group made talks on new projects that have been developed on the coast, such as extracting bromine from sea water and ship-building in Wilmington.

2. Second Committee: *The Coastal Plain and Its Contribution To North Carolina's Progress.*

Here there was much description of the truck farming of this region. Several pamphlets from different cities in this territory gave helpful statistics. Here, too, was a chance to bring out the importance of the invention of new farm implements and what they did to aid the progress of this section of North Carolina.

3. Third Committee: *The Sandhills—Land of Peaches and Pines.*

The third committee gave interesting talks on the peaches and other fruit grown in this section. It was

also brought out how the pine trees here, in olden days, had furnished "naval stores" for England's shipbuilding. It was learned why North Carolina was called the "Tar Heel State". Tobacco growing was discussed as the great crop for both this region and part of the Coastal Plain.

4. Fourth Committee: *Piedmont North Carolina Becomes an Industrial Giant.*

This subject was filled with talks and projects on cotton mills, tobacco factories, furniture plants, etc., all products of the mechanical age that developed in North Carolina after the Reconstruction Period.

5. Fifth Committee: *North Carolina's Land of the Sky.* This was a subject that was handled with enthusiasm. Here was room for the discussion of National forests, scenic highways, pottery making, homespun weaving, etc. This was the most picturesque of all the sections, and the thrill of spinning wheels and hooked rugs and Indian blankets was not less than the memories of summer camps and mountain stream fishing.

#### NOTES ON A UNIT OF STUDY ON COLONIAL NORTH CAROLINA\*

As a part of our study of North Carolina we spent about ten weeks finding out what our State is like geographically, how and by whom it was settled, and how the people lived in colonial times. But like any traveler or explorer who stops occasionally for rest or general survey, the classes needed diversion from intensive reading, writing, library work, map study, and tests. That is why I said to them one day, "Let's stop and look back where we have traveled. See, if you can recall anything you passed that was especially interesting. What impressed you most? Can you illustrate a special happening, places of unusual interest, the people who settled in our State? Find something you can make, draw, construct, or illustrate in some way, and you will earn some extra credit. If you plan enough work, we will have one or two activity periods a week.

Some of them wasted time at first, and most of them were too noisy. But some pupils soon completed their work, and exhibits were brought to class. As the work progressed, the noise subsided. Even the poorest worker was proud to ask for an "exhibit card" which each child prepared for his completed work before it was placed on inspection. Some of them had to make their cards many times before they corrected all errors in wording or spelling, but there was pride in their final achievement.

One of the pleasing results of the children's search for material and illustrative phases of colonial North Carolina was the human

\*Developed in the eighth grade, Lindley Junior High School, Greensboro, Mary Frances Rankin, teacher.

relationships both in and outside of school. In this they showed resourcefulness, a more cooperative attitude among themselves, and a listening attitude toward older people, which I hope they may not entirely forget. They talked about their project. Every day someone came in with a new story about a grandma, a grandpa, an aunt, an uncle, or an old person next door, or in the next block who had told them something about the past. Old pictures, photographs, books, jewelry, coins, and other family keepsakes—or neglected possessions possibly—were pulled out of storage and brought to class. Some pupils recalled “last summer when I went to the country”, or “at my grandmother’s, or aunt’s home I saw an old churn, candle moulds, a spinning wheel, furniture made with wooden pegs, a canopy bed,” and so on.

Tommy brought an old coffee mill; Larry made a fly bush; domestic Mary a corn dodger and collected old recipes for her colonial cook book; Sally made four things—a sage broom, a hand-made doll, and two pictures; Bill and Joe, who had been disagreeing, made a picture together. Alice crocheted a doily; Sue made a poster and worked hard on it; Jack, the irresponsible, and Paul, the trouble-maker, offered to wash boards, clean windows, do hammering for less aggressive pupils, and finally—when they thought they were really getting out of class work—went out for sage and made brooms with which they later swept the scraps from the floor. Frank, whose eye sight is not the best, made a corncob pipe; Sara and Sally plaited cloth and made a rug; Bob, the director, drafted two followers and made a model of the town of Bath which they learned had twelve houses, a church and a library in 1790; timid Martha said her daddy helped her make candles by two methods with melted paraffin; Jimmy brought in a plaited leather whip; Jerry made a paper log cabin and has been doing acceptable work every day since; Frances and Betsy started a hard problem—the cupola house of Edenton fame—gave it up four times and made as many cupolas and chimneys before they finished it. Some of the more advanced pupils did library work and made very fine booklets and class reports, or helped other pupils with their problems. These are just some of the many individual cases.

As the culmination of the unit the pupils arranged an exhibit on Colonial Life in North Carolina. The following is an account of the exhibit written by a committee of pupils:

#### OUR SOCIAL SCIENCE EXHIBIT

The eighth grade social science classes of Lindley Junior High School had a general review of the work done in semester I in the form of an exhibit on Colonial Life in North Carolina.

The exhibit included illustrations of colonial costumes, food, furniture, and products of North Carolina. It also contained models of the kinds of houses, churches, and other buildings which were used in the early towns of Bath, New Bern, and Edenton.

The town of Bath was modeled and exhibited by one group of students. Another group contributed a model of a cupola house which is located in Edenton, North Carolina. The cupola was used for spying on ships coming into the bay.

Among the other interesting articles in the exhibit were a corncob pipe, a four-poster bed, a doll dressed as a Negro mammy, candles made by two different methods—the dip and the mold—a fly bush, a leather whip, a model of how tobacco was hauled to market, an old fashioned coffee grinder, sage brooms, a miniature spinning wheel, illustrations of costumes worn by the different settlers, and booklets on the different nationalities that settled in North Carolina, such as the English, Scotch, Dutch, Irish, French, and German.

## NATURAL RESOURCES OF NORTH CAROLINA\*

### ORIGIN.

The students indicated an interest in the study of nature's gifts to North Carolina by questioning whether nature had been liberal to their State or not. Many were curious to know how North Carolina ranked in comparison with other states.

### PREPARATION.

A number of students wrote to the chambers of commerce in representative cities which the class selected from the three geographical divisions of the State. Only one letter was sent to each city.

The student teachers and I had access to the library of East Carolina Teachers College. Here we found information in the North Carolina History Room. In addition to the college library we used our high school and city libraries. The high school librarian was very cooperative, because she was very interested in building up the North Carolina shelf.

### OBJECTIVES.

The teacher's objective was to promote an interest in the latent possibilities of the State, and to make the students understand and appreciate the fortunate position of their State with reference to resources.

The objectives of the class were:

1. To find out what nature had given to North Carolina to make the State important industrially and agriculturally.
2. To develop familiarity with the present use of these resources.
3. To find out if we are using our resources wisely.
4. To find out what is being done to conserve our resources and what we could do about the matter ourselves.

### ORGANIZATION.

The class was organized into three divisions. This grouping was done on a geographic basis, with each group taking a particular section of the State. The divisions were Coastal Plain, Piedmont, and Mountain. The students were given the choice of joining either of these groups. After the class had begun collecting information on this unit, the divisions were divided into smaller geographic areas.

\*Developed in Grade VIII, Greenville. Frances Peal Lamb, teacher.

Each student had a library period. Fortunately all the eighth graders did not go to the library at the same hour. This meant that a limited amount of material could circulate rapidly. In addition to using the North Carolina reference shelf in the library, they also used magazines. A table for compiled material of the three divisions was placed in the classroom. Frequently students came in after school hours to look through the work of other groups. The bulletin board in the classroom was also available for the display of pictures and other instructional materials.

#### DEVELOPMENT.

Each student purchased two desk outline maps of North Carolina. A legend was placed in the corner of the map by each student. This legend included the minerals, forest products, fish, animals, birds, plants, and soils of each county. Three students drew a large map of the State on the blackboard and colored it according to geographic divisions.

The class was particularly interested in Pitt County. They consulted a number of natives of the county and read parts of *Sketches of Pitt County*. A number of students were amazed to find that Pitt County had important mineral resources. Upon investigation, they found clay and marl are classified as minerals.

The students were interested in the potential and developed water power in the State. The steam power developments of North Carolina were compared with those of New York and California.

Economic and commercial values of minerals were discussed. The class made charts and graphs to show the rank of the most important minerals. Many were intrigued by the fact that the State has 284 species and subspecies of minerals and for that reason North Carolina is often called "Nature's Sample Case."

Since 72 percent of the trees of the State are yellow pines, most of the forestry discussion was based upon the pine. Cones, needles, and samples of wood were brought in from the various pine trees in the vicinity.

The class enjoyed a movie on North Carolina put out by a tobacco company. We used the "Little Theater", a small room devoted to movies. Here we were able to discuss the movie.

#### OUTCOMES.

The students gained a clear insight into life in various sections of the State. Many were eager to visit the places studied. They expressed the desire to travel in the State, not as sight-seers, but as fellow citizens eager to learn more about the natural gifts with which they were endowed. I believe it helped the students to value their State higher. They saw North Carolina not solely as a farming State, but as a prosperous industrial State furnishing most of its own raw materials.

#### References

##### Students:

Alford, Lee. *The North Carolina Year Book*.  
Arnett, A. M. and Jackson, W. C. *The Story of North Carolina*.

Coker, W. C. and Totten, H. R. *Trees of the Southeastern States.*  
 Credle, Ellis A. *Down, Down the Mountain.*  
 Green, Charlotte Hilton. *Birds of the South.*  
 Green, Charlotte Hilton. *Trees of the South.*  
 W.P.A. Writers. *North Carolina: A Guide to the Old North State.*

Teacher:

Blomquist, H. L. and Oosting, H. J. *Guide to Spring and Summer Flora of the Piedmont of North Carolina.*  
 Crittenden, C. C. *Commerce of North Carolina.*  
 Daniels, Jonathan. *A Southerner Discovers the South.*  
 Hobbs, S. H. *North Carolina: Economic and Social.*  
 Kephart, Horace. *Our Southern Highlanders.*  
 Mason, R. S. *The Lure of the Great Smokies.*  
 Morley, M. W. *Carolina Mountains.*  
 Wells, B. W. *Natural Gardens of North Carolina.*  
 Also a few references used by students.

### PLACE GEOGRAPHY IN NORTH CAROLINA\*

I. Interest in this unit was stimulated by the pupils when they began inquiring about the locations of different towns in North Carolina. Some of the pupils had been to these places. Others wanted to know all about them. As a result our unit was started.

II. My experience in traveling from one extreme of the State to the other during the first two years of college aided me in trying to give a mental picture to the class. I gathered my material from divers sources: "The Lost Colony", touring our State Capital, and from visiting other different places.

Factual material was gathered from *The State* magazine, picture post cards, Esso maps, that the students brought; *North Carolina Resources and Industries* issued by the State Department of Conservation and Development; Hill: *Young Peoples' History of North Carolina*; Newsome-Lefler: *The Growth of North Carolina*.

III. Objectives.

1. To familiarize students with certain towns in their State.
2. To give a clearer estimate of distances between towns in the State.
3. To teach them to appreciate the value of our old historical towns and to give them a deeper appreciation of Gates, their native county.
4. To give them the opportunity to cooperate with one another and to assume certain responsibilities.
5. To encourage the preservation of objects of historical value.

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\*Developed in the eighth grade, Sunbury School, Elsie Cherry, teacher.

**IV. Organization and development.**

The students were divided into groups with one person acting as chairman, whose responsibility was to see that others did their part.

Each group was given large sheets of news print upon which to list what interested them most. The groups gathered what they needed from the materials available and began their work.

There was only one 45 minute period a day for our work, which began after each group found out what it was supposed to do. The leaders of these groups discussed with me at odd times any problems confronting them. Throughout the class period individual attention was given to those pupils who needed it. The work of each group, when finished, was placed on the border around the room.

One important activity in our unit was the making of a large scrapbook on North Carolina. The various groups decided what they would like to contribute to it. Some of the topics were: Indians in North Carolina; Prominent Men in Our State; Places of Historical Interest; and Transportation.

**V. Outcomes.**

1. A better understanding of what responsibility meant to the pupil.
2. An appreciation of what could be accomplished by cooperation.
3. A knowledge of where different towns are located and their approximate distance from the pupils' homes.
4. An appreciation of the many places of interest in North Carolina.
5. A better appreciation of the State's part in the development of our country.

**NORTH CAROLINA IN THE PAST AND TODAY\*****I. HOW THE UNIT ORIGINATED.**

All the work that we have done in our fifth grade this year has been centered around the study of the development of the United States. Into this study we have introduced the following large activities: New York City; The Far West; the History of Machines; The South from the Civil War to the Present; the City of Greensboro; and North Carolina. It was from the study of the City of Greensboro that the children expressed a desire to know more about the State in which we live.

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\*Developed in the fifth grade, Aycock School, Greensboro, Margaret Y. Wall, teacher.

## II. PREPARATION MADE BY THE TEACHER.

My residence in Charlotte, Forest City, Henrietta, Mars Hill, Asheville, Goldsboro, Raleigh, and Greensboro has enabled me to become acquainted with various sections of North Carolina. During the past few years I have made a number of visits to places of interest throughout the State. Among these were a camping trip to Piedmont Springs, a trip through the Great Smoky Mountain National Park and the Cherokee Indian Reservation, and visits to Fort Caswell, Duke University, Chapel Hill, Winston-Salem, and Alamance Battleground.

The courses of Nature Study, Plant Ecology, Local Flora, Botany, and Ornithology which I took at the Woman's College of the University of North Carolina gave me a widened knowledge of the natural environment of the State. A course in Geology at Columbia University gave be a background and an interest in the study of the minerals and rocks in our State. A visit to the Museum of Natural History in New York last summer caused me to realize the important place which North Carolina holds in the variety of minerals found here.

While attending the State teachers meetings in Raleigh for the past two years, I have collected much valuable material on North Carolina. This past spring I visited the Department of Conservation and Development, the State Museum, and attended a session of the State Legislature in Raleigh.

As specific preparation on my part for the group's study of North Carolina, I read or reviewed these books: *Discovering North Carolina*, Nellie Rowe; *Young People's History of North Carolina*, D. Harvey Hill; *The Story of North Carolina*, A. M. Arnett; *A Southerner Discovers the South*, Jonathan Daniels; *The Wasted Land*, Gerald W. Johnson; *Stories of the South*, edited by Addison Hibbard; and *The Lost Colony*, Paul Green. I had previously heard Paul Green read *The Lost Colony*.

I attended the fifth Alumnae Seminar on "Southern Writers" at the Woman's College of the University of North Carolina on March 3 and 4, 1939. I also spent much time in our school library and in the city library in order to become familiar with available North Carolina materials. I then examined the various pamphlets and newspaper clippings which I had collected.

## III. OBJECTIVES.

1. To give the group a better understanding and appreciation of North Carolina.
2. To learn how North Carolina came to be what it is today.
3. To give the group a concept of the variety offered by the State in climate, physical features, occupations, educational opportunities, cultural advantages, and places for play.
4. To increase the appreciation of democracy by a study of our State government.
5. To take care of individual differences in the class.

6. To give the children an opportunity to develop individual talents through the arts, music, and literature.
7. To give an opportunity for the development of self-control, responsibility, courtesy, good sportsmanship, leadership, initiative, self-expression, and cooperation.
8. To encourage conservation of natural resources of our State.

#### IV. ORGANIZATION.

##### 1. Organization of the class.

Since the class had already used the plan of working in large and small groups with committee chairmen, we decided to experiment with more individual work on this unit. After class discussion we listed some of the things we would like to find out about North Carolina just as we had done previously in other units. Each child was then given an outline work sheet, and we decided that each should work at his own rate of speed. We decided to meet each day to have the work discussed and special reports made. The president of our room presided at these discussions, just as committee chairmen had done when we were organized on the group plan.

##### 2. Organization of instructional material.

The outline work sheet mentioned above was mimeographed and given to each child as a help in the study. The list of questions which the group made up was also used as a guide.

Each child had a copy of *Discovering North Carolina* by Rowe, as supplementary reader.

The books, pamphlets, and other materials from our school library were placed in a cabinet in the room. We used our round library reading table for especially attractive materials brought into the room by the children and teacher. A screen made of beaver board surrounded this library corner and gave it a bit of privacy. The back of this screen was used as a bulletin board for newspaper clippings. Another bulletin board was made attractive with picture post cards mounted on construction paper.

All available maps were borrowed from the school office and the library and placed in convenient spots in the room. Our set of ten North Carolina Social Science Maps was used constantly. Other maps which were helpful were: a large political map of North Carolina; a map from the State Highway Department; a map showing rural mail routes; and the many small maps from a book on waterways in North Carolina.

In a special cabinet we arranged an exhibit of manufactured and natural products of North Carolina. Included in this exhibit were samples of clay, brick, and piping made at the Pomona Terra Cotta Company, materials and samples from the Mojud Hosiery Company, pottery from Jugtown, a collection of things made by the Cherokee Indians, woods of North Carolina, and a mineral collection from the western part of the State.

In the science room in our school we have an excellent collection of specimens showing the natural resources of the State. Among these are rocks and minerals of North Carolina, leaves of common trees, butterflies and moths, birds' nests, and a few bird skins. This room is open to the group at any time. In our room we have a table aquarium which was used as a natural habitat for fish, frogs, salamanders, and snails that the children brought in.

### 3. Techniques used.

The first period in the morning was used as a reference and conference period for the group. The children worked individually or gathered in small groups to discuss their problems. Many of the children took notebooks and pencils and went into the library to find answers to their questions or to prepare special reports. During this period I helped any child who needed individual assistance either in finding materials or in solving problems. The children liked to talk over with me discoveries they had made.

After this period the class met for a discussion and report period. Those children who had special reports usually gave them at the beginning of the period. This helped to stimulate the group. We then used the outline as a guide for the discussion. Individuals in the group were given an opportunity to discuss their solutions to problems and to check on their individual progress. At the close of this period the work for the following day was planned.

## V. DEVELOPMENT OF THE UNIT.

The class began the study of North Carolina with the geography of the State. At first the children became familiar with the three main physical divisions. The trips which some of the children had made in these sections helped to give them a concept of the differences in these physical divisions.

The study of natural resources came next. The group became especially interested in the rivers and the part which they played in the development of industry in our State. We followed the newspaper account of the case in court here between the citizens of Yadkin County and High Point in regard to the building of another dam on the Yadkin River, and thus became aware of the importance of water power in North Carolina.

The group learned to identify and appreciate many of the trees, flowers, birds and fish in North Carolina. The Greensboro Flower Show was visited with keen interest. The Science Club in our school made many field trips during the year, and those children in our grade who were members of the Science Club shared their experiences with the whole group. As a result the children realized more keenly than ever before the importance of conservation of our wild flowers and birds.

A part of the study which proved most delightful was the work with rocks and minerals. The Science Club gave much helpful

information along this line also. *The Story of the Geologic Making of North Carolina\** was an excellent source for reference. From this study the group learned something of the age of the earth, and how certain rocks, and minerals are formed. We also learned of the important rank that North Carolina holds among the states in the variety of minerals. Then, too, we ascertained which rocks and minerals were commercially valuable now and which have been in the past.

One boy in the class who had visited the State Museum in Raleigh was asked to make a report of his trip to the group. The boy's father, surprised to hear that his son had to make a report, asked how such an account could be given since no notes were taken. The boy replied, "I'll just take the trip over in my mind as I talk to the group, and I'll remember what I saw as I go along." This same boy said, after our study of minerals and rocks, "The first of the year I thought crystal quartz was a rare rock, but now I know that it is quite common mineral here in North Carolina."

A girl in the group discovered that the porch columns in her home were made of a rock which is a mixture of milky quartz, siderite (iron ore), and clear quartz crystals. Other pupils made similar applications of knowledge gained in the study to situations in their daily living.

We continued our study by finding out how and by whom our State was settled. Children became vitally interested in their own forefathers and asked if their names were Scotch, German, or what. We found out where the English, Scotch, Germans, Moravians, Quakers, and Swiss settled and what each group contributed to the State.

We learned why immigrants came into the State by land—that is, through South Carolina and Virginia, rather than by the coast as might have been expected. We studied the dangerous nature of our coast and the significance of the fact that there are not large, deep estuaries that could be used as harbors for ocean-going vessels.

Our next big topic was the early government of North Carolina. Hill's *Young People's History of North Carolina* was valuable in this part of our unit. The group learned how North Carolina came into existence under the king's grant to the Lords Proprietors of England, how it suffered under the king's rule, and how it finally gained independence through the Revolutionary War. We saw more clearly here how North Carolina had played an important part in helping to create the United States. While we were studying this phase of North Carolina, a group of our girls read "The Edenton Tea Party" in *Old Time Stories of the Old North State* and wrote a short play from the story. One girl directed the play, which was presented in costume to our grade and the other fifth grade in our school.

At this period in our study quite a number of pupils visited the Guilford Battleground. All of the group became conscious of the many historical places in and around Greensboro.

Another interesting part of our work was the period just after the Revolutionary War when our first schools were established, the first railroads built, a hospital was provided for the insane, and North Carolina enjoyed a general period of growth.

Then came the Civil War. We had already spent so much time on the unit, "The Civil War and the South Today", that we merely reviewed North Carolina's part in this great struggle. However, from such a review we understood more clearly the condition in which North Carolina was left at the close of the war.

After a study of Reconstruction days, we took up a brighter period in our State's development, a period in which education began to have an awakening under such men as Aycock, McIver and Alderman. We learned how public education developed, how public health was promoted, and how good roads were built.

During this part of our study one of our boys had an opportunity to visit, with his father, the Supreme Court in Raleigh. A vivid description of a day spent in this higher court room led the group to discuss the government of North Carolina. This same boy also visited the Capitol. Although the Legislature was not in session at the time, he described to us the places where our laws are made. Of course every child knew of Governor Hoey, so we came to know something about each of the three departments of our State government.

After having studied our State from a geographical and historical standpoint, we were anxious to find out more about how our State ranks today in such things as agriculture, manufacturing, schools, public health, resorts, and prominent people.

The study of agriculture in North Carolina led us to see the variety of crops produced here, even on one farm. We learned that in contemporary North Carolina people were not depending upon one crop so much as in the past, but were carrying on a more diversified farm program. One child in the group who took a trip from Greensboro to Mount Airy made this statement on his return: "I played a game while we rode along to see if the people up there grew one crop or more than one. I saw they had two or three crops."

The group was very much impressed with the many products that are manufactured in this State. From our study of Greensboro we knew something of textile manufacturing, but we did not know about other industries. Three children visited, with special permission, the Mojud Silk Hosiery Mill here in Greensboro. Another child visited the Pomona Terra Cotta Company and gave an illustrated talk on the ceramic industry. The group became so enthusiastic about seeing where products were made that many planned to visit manufacturing plants during the summer.

We followed this part of the unit with a study of ways of travel in North Carolina—both old and new. Several children had

visited Kill Devil Hill, so they were delighted to read to us an article in the *Greensboro Daily News* about the recent visit of Orville Wright to Kitty Hawk. This article prompted a discussion of the development of air commerce in which comparisons were made with earlier methods of transportation.

We next located the important summer and winter resorts. The group was surprised to find so few summer resorts in the Piedmont section and so many summer resorts along the coast and in the mountains. The Sandhills region received special attention, and the group showed keen interest in the new State Park at Fort Caswell.

Our last topic was prominent North Carolinians and the part they have played in our history. In this we included artists, musicians, educators, and authors. We included North Carolinians by adoption.

The culmination of our study was the making of a large mural twenty-four feet long and four feet wide on which we tried to depict the things we should like to show anyone who visited our State. We tried to place the various things in their correct place geographically. The mural was divided into three parts, just as our State is naturally divided. In the East we depicted the fort at Manteo, the Wright plane, a lighthouse, a group at the beach, the State's oldest church at Bath, the tar and turpentine industry, lumbering and tobacco and peanut growing. As we moved from east to west we came to the Sandhills section, where sports were suggested by a lady playing golf and a man riding horseback. Moving on into the center of the State, we showed the Capitol Building, the Duke University Chapel, the General Green Statue, the Cornwallis Oak, the Dolly Madison Well, cotton farming, truck farming, the furniture industry, schools, a granite quarry, water power, and a textile mill and worker. In the western section we depicted the many sports of the tourists, such as horseback riding, tennis, canoeing, trout fishing, and camping. In the far western part of our State we showed the mountain crafts of spinning and weaving and the Indians on the Cherokee reservation. At the proper places in the mural we put the native flowers and trees found in the various sections of our State. This mural was done in tempera paint. Each child in the room had some part in its making.

The following are activities which were carried on in connection with the unit:

1. Scrap books were made by individual children.
2. Picture maps of the State were made.
3. Rocks and minerals were collected.
4. Salt and flour maps of the counties and river basins were made.
5. A play about the Edenton Tea Party was written and produced.
6. A visit was made to Miss Arundel's classroom at the Woman's College to see her North Carolina collections.
7. Collections of leaves were made and preserved.
8. Letters were written to chambers of commerce in many North Carolina towns.
9. A visit was made to the new Historical Museum in Greensboro.

## VI. OUTCOMES.

1. A sense of responsibility that each member of the group developed in sharing what he knew with others.
2. A broadened knowledge and appreciation of North Carolina.
3. A development of individual children through the media of art, language, and music.
4. A more accurate concept of the natural resources of our State and a recognition of the necessity for conserving them.
5. A development of skill in using the library to get information.
6. A definite concept of the three physical division of North Carolina.
7. An awareness and appreciation of the immediate environment.

## VII. REFERENCES AND MATERIALS

## A. TEACHER'S BIBLIOGRAPHY

1. Allen, W. C. *North Carolina History Stories*. Richmond. Johnson, 1901.
2. Arnett, A. M. and Jackson, W. C. *The Story of North Carolina*. Chapel Hill. The University of N. C. Press, 1933.
3. Caldwell, Bettie D. *Founders and Builders of Greensboro*. Greensboro. Joseph J. Stone & Co., 1925.
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5. Connor, R. D. W. *Ante-Bellum Builders of North Carolina*. Greensboro. Extension Division, Woman's College of U. N. C.
6. Connor, R. D. W. *North Carolina Manual*. Raleigh. Edwards & Broughton Printing Co., 1917.
7. Connor, R. D. W. *Revolutionary Leaders of North Carolina*. Greensboro. Extension Division, Woman's College of U. N. C., 1923.
8. Daniels, Jonathan. *A Southerner Discovers the South*. New York. Macmillan, 1938.
9. Green, Paul. *The Lost Colony*. Chapel Hill. University of N. C. Press, 1937.
10. Hibbard, Addison (Editor). *Stories of the South*. Chapel Hill. Univ. of N. C. Press, 1931.
11. Hill, D. H. *Young People's History of North Carolina*. Raleigh. Alfred Williams & Co., 1916.
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14. Knight, Edgar W. *A History of Public Schools of North Carolina*. New York. Houghton, 1916.
15. Loomis, F. B. *Field Book of Common Rocks and Minerals*. New York. Putnam, 1923.
16. Noble, M. C. S. *A History of the Public Schools of North Carolina*. Chapel Hill. Univ. of N. C. Press 1930.
17. Rhyne. *Some Cotton Mill Workers and Their Villages*. Chapel Hill. Univ. of N. C. Press, 1935.

18. Rowe, Nellie M. *Discovering North Carolina*. Chapel Hill. Univ. of N. C. Press, 1933.
19. Schenck, David. *North Carolina—1780-1781*. Raleigh. Edwards & Broughton, 1889.
20. Sheppard, Muriel. *Cabins in the Laurel*. Chapel Hill. Univ. of N. C. Press, 1935.
21. Wells, B. W. *Natural Gardens in North Carolina*. Chapel Hill. Univ. of N. C. Press, 1932.

#### B. CHILDREN'S BIBLIOGRAPHY

1. Allen, W. C. *North Carolina History Stories*. Richmond. Johnson, 1901.
2. Barske, Charlotte. *King Cotton*. Poughkeepsie, N. Y. Artists and Writers Guild, 1938.
3. Charnley. *Boy's Life of the Wright Brothers*. New York. Harper.
4. Connor, R. D. W. *The Story of the Old North State*. Philadelphia. Lippincott, 1906.
5. Credle, Ellis. *Across the Cotton Patch*. New York. Nelson, 1935.
6. Credle, Ellis. *Down, Down the Mountain*. New York. Nelson, 1934.
7. Credle, Ellis. *Little Jeemes Henry*. New York. Nelson, 1935.
8. Creecy, R. B. *Grandfather's Tales of North Carolina History*. Raleigh. Edwards & Broughton Co., 1901.
9. French, J. L. *The Big Aviation Book*. Springfield, Mass. McLaughlin Bros.
10. Gray, Elizabeth Janet. *Jane Hope*. New York. Viking Press, 1935.
11. Gray, Elizabeth Janet. *Meggy McIntosh*. New York. Doubleday, 1930.
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16. McNeil, John Charles. *Lyrics from Cotton Land*. Charlotte. Stone Publishing Co., 1922.
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18. Nicholson, James W. *Stories of Dixie*. New York. American, 1915.
19. Page, Thomas Nelson. *Two Little Confederates*. New York. Scribners, 1927.
20. Perkins, Lucy Fitch. *The American Twins of the Revolution*. New York. Houghton, 1926.
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22. Sharpe, Stella Gentry (with photographs by Charles Farrell). *Tobe*. Chapel Hill. Univ. of N. C. Press, 1939.
23. Singmaster, Elsie. *A Boy at Gettysburg*. New York. Houghton, 1924.
24. St. Nicholas. *Civil War Stories*. New York. Houghton, 1916.
25. St. Nicholas. *Revolutionary Stories*. New York. Century.
26. St. Nicholas. *Southern Stories*. New York. Century, 1922.



### SUITABLE MATERIALS

Adequate library facilities make possible enriched learning experiences. Many books, pamphlets, pictures, newspaper clippings, maps, and exhibits can be used profitably in a study of the State.

*Do you have a good collection of North Carolina materials in your school?*

## CHAPTER V

# SUGGESTIONS FOR NORTH CAROLINA MATERIALS

Each teacher in cooperation with the school librarian should help to build up the school's collection of North Carolina materials. There is much more available than most teachers realize. In this section of the bulletin are listed more than 200 books, pamphlets, maps and other items that teachers will find useful. It is suggested that teachers carefully check the annotated listing of materials against those available in their schools and then select and try to have the school purchase a few of the most needed items each year.

Teachers in the fifth and eighth grades should accept special responsibility with reference to the collection of North Caroliana. In addition to working with the librarian and principal in the selection of books for the library, they should assume responsibility for promoting the use of the materials. Classroom collections borrowed from the central library for extended periods for special use with classroom groups is one of the most effective ways of doing this. In the eighth grade, for example, the teacher should arrange a classroom shelf of North Carolina supplementary readers which should include reference books, an up-to-date file of newspaper clippings, magazine articles, pictures, and other materials.

Schools with limited school library facilities can get some help from public libraries. Many of the books listed in this bulletin may be borrowed from the North Carolina Library Commission, Raleigh. In places where there is county library service the

### FREE MATERIALS

*Many helpful materials may be obtained from State and local public agencies and from private business organizations. Only one request for free materials should be made by each classroom group. If this is written by a pupil or a committee of pupils, it should be checked and signed by the teacher or the librarian. When several pupils in the same group write for the same materials much waste can ensue and answering such requests can become a nuisance to busy people. Teachers or librarians who need more than one copy of free publications should make a special request stating what use is to be made of the multiple copies of the materials.*

request for books must come through the local county library. In counties where there is no county library, requests may go directly to Raleigh, in which case the borrower must bear the transportation costs to and from Raleigh.

The materials listed below are chiefly those now available from publishers, but a few "out of print" items that are generally available in school and public libraries have been included. Prices are list prices unless otherwise indicated. From the annotations one can determine which books are suitable for children. Some of the books on the adult level may be used to advantage by good readers in the upper elementary grades and in the high school. The list is classified under seven headings. In selecting materials some of each type should be secured.

### I. Books—Factual

**Allen, W. C. North Carolina History Stories.** Richmond: Johnson. 1901.  
Out of Print.

Easily read history stories for fifth and sixth grades.

**— The Story of Our State: North Carolina.** Raleigh: Dixie Press.  
Revised Edition. 1944. To schools, 90¢.

State-adopted supplementary text. Grades 5-8.

**Americana Encyclopedia.** New York: Americana Corporation. 1939.

Contains 13 pages on North Carolina with maps, pictures, and tables.

**Ashe, S. A. History of North Carolina.** Greensboro: C. L. Van Noppen.  
1908. Out of Print.

A North Carolina History that is especially valuable to research students and teachers.

**Arnett, A. M. and Jackson, W. C. The Story of North Carolina.** Chapel Hill: U. N. C. Press. 1933. To schools, 80¢.

State-adopted supplementary textbook for eighth grade.

**Blomquist, H. L. and Oosting, H. J. Guide to the Spring and Early Summer Flora of the Piedmont, North Carolina.** Durham: Published by the authors (Dept. of Botany, Duke University). 1940. \$1.00.

**Blythe, Legette. Marshal Ney: A Dual Life.** New York: Stackpole.  
1937. \$3.50.

The story of Napoleon's marshal who is alleged to have escaped death and settled in North Carolina where he spent his last years as a school teacher and was after his death interred in Rowan County.

**Bowman, Elizabeth S. Land of High Horizons.** Kingsport: Southern Publishers. 1938. \$2.50.

Relates to the people, history, geology, legends, traditions, and wild life of the Smoky Mountain Region.

**Britannica Junior.** (12 vols.) Chicago: Encyclopedia Britannica, Inc. 1944.

Contains three pages on North Carolina with map and pictures.

**Brooks, E. C. Our Dual Government.** New York: Rand. 1924. Out of print.

Valuable civics and history material for fifth grade and above. Available in many schools since this was at one time a State-adopted text.

**Byrd, William. History of the Dividing Line Betwixt Virginia and North Carolina.** Raleigh: North Carolina Historical Commission. 1929.

An interesting document in our colonial history, describing the marking of the boundary through efforts of the commission appointed by the king in 1728.

**Charnley, M. V. Boy's Life of the Wright Brothers.** New York: Harper. 1928. \$2.00.

The life story of the brothers who invented the airplane. Description of their flying experiments at Kitty Hawk.

**Chamberlain, Hope S. Old Days in Chapel Hill.** Chapel Hill: U. N. C. Press. 1926. \$3.50.

Life and letters of Cornelia P. Spencer.

**Coker, W. C. and Totten, H. R. Trees of the Southeastern States.** Chapel Hill: U. N. C. Press. 1936. \$2.50.

Authentic information concerning the trees of North Carolina and other states of the Southeast. Exceptionally valuable as a reference in nature study. Describes 239 native and 22 foreign trees with drawings of typical leaves, flowers, and fruits.

**Compton's Pictured Encyclopedia.** Chicago: Compton. 1944.

Contains six pages under "North Carolina" with map and illustrations. See also Fact-Index for North Carolina for other references.

**Connor, R. D. W. Ante-Bellum Builders of North Carolina.** Greensboro: Woman's College of the University of North Carolina. For sale at the College Book Store. 70¢.

A discussion of the development of government, industry, and education in the State during the period 1790-1840. The four sections of the publication discuss in order the parts played by Archibald D. Murphey, David L. Swain, Calvin H. Wiley, and John M. Morehead.

----- **Makers of North Carolina History.** Raleigh: Thompson Publishing Co. 1926. Out of print.

Biographies of important North Carolinians. Origin and names of counties. List of governors.

----- **Race Elements in the White Population of North Carolina.** Greensboro: Woman's College of the University of North Carolina. For sale at the College Book Store. 1920. 85¢.

A discussion of the origin, characteristics, and contributions of the various racial elements in the North Carolina population.

----- **Revolutionary Leaders of North Carolina.** Greensboro: Woman's College of the University of North Carolina. For sale at the College Book Store. 1916. 70¢.

A discussion of four phases of the Revolutionary struggle and the parts played by John Harvey, Cornelius Harnett, Richard Caswell, and Samuel Johnston.

----- **Story of the Old North State.** Philadelphia: Lippincott. 1906. Out of print.

Chronological presentation—useful from fifth grade up.

----- Boyd, W. K., and Hamilton, J. G. de R. **History of North Carolina.** (3 vols.) New York: Lewis Publishing Company. 1919. Out of print.

A very complete and authoritative treatment of the history of the State.

----- and Poe, Clarence. **The Life and Speeches of Charles Brantley Aycock.** Chapel Hill: U. N. C. Press. 1912. \$1.00.

A biographical account of North Carolina's crusader for education, with excerpts from his speeches.

Conservation and Development Department. **North Carolina Industrial Directory and Reference Book.** Raleigh: Department of Conservation and Development. 1938. \$7.50.

Description of industrial resources of the State with directory of establishments. Gives important facts and figures for each county.

----- **North Carolina: Today and Tomorrow.** Raleigh: Published by Department. 1936. 50¢.

A description of the State with special sections on resources, government, education, welfare, commerce, and transportation.

Cooper, W. A. **A Portrayal of Negro Life.** Raleigh: Division of Negro Education, State Department of Public Instruction. 1936. \$1.00.

Reproductions of 27 paintings by the author with biographical accounts of the subjects.

Creecy, R. B. **Grandfather's Tales of North Carolina History.** Raleigh: Edwards. 1901. Out of print.

A collection of historical, legendary and biographical stories concerning North Carolina. Interesting, but difficult reading for most elementary school children.

Crittenden, C. C. **Commerce of North Carolina, 1763-1789.** New Haven: Yale University Press. 1936. Out of print.

A description of the chief exports and imports, routes of trade, methods of production, and ways of doing business in North Carolina in the late eighteenth century. Gives a good picture of the economic life of the State at that time.

----- and Lacy, Dan (Editors.). **The County Records.** (3 vols.) (Historical Records of North Carolina). Raleigh: North Carolina Historical Commission. (Now State Department of Archives and History.) 1938. For research students. A reprint of pages 1-129 of Volume I is available in separate binding. Free.

An interesting account of historical records in North Carolina with a good description of the North Carolina county.

Cushman, Rebecca. **Swing Your Mountain Gal.** Boston: Houghton. 1934. \$2.50.

Sketches of life in the southern highlands.

Daniels, Jonathan. **A Southerner Discovers the South.** New York: Macmillan. 1938. \$3.00.

Description and travel in the Southeastern states; a good account of conditions in the industrial belt of the Piedmont in North Carolina.

----- **Tar Heels.** New York: Dodd, Mead. 1941. Out of print.

An unusually well-written account of contemporary North Carolina in the light of its historical development. Especially valuable as background reading for the teacher.

Daniels, Josephus. **Editor in Politics.** Chapel Hill: U. N. C. Press. 1941.

Sequel to *Tar Heel Editor*.

----- **Tar Heel Editor.** Chapel Hill: U. N. C. Press. 1939.

Autobiographical. Experiences of one of North Carolina's leading citizens.

Department of Labor. **Directory of Manufacturing Firms of North Carolina.** Raleigh: Department of Labor. 1944. \$1.00.

Information about industries in each county. Classified State summary.

Eaton, Allen Hendershott. **Handicrafts of the Southern Highlands.** New York: Russell Sage Foundation. 1937. \$3.00.

A valuable reference for study of the handicrafts of the mountain-folk of Western North Carolina.

Eure, Thad. **North Carolina Manual.** Raleigh. The Secretary of State. Published biennially. Limited number available for free distribution.

Contains official register of legislative, judicial, and executive officials; members of State Boards and Commissions; election returns; biographical sketches of State officials and members of the General Assembly.

Federal Writers' Project, Regional Staff. **These Are Our Lives.** Chapel Hill: U. N. C. Press. 1939. \$2.00.

Thirty-five life histories of people in the South—farm laborers and owners, factory and mill workers, people engaged in service occupations, and those on relief.

Fries, Adelaide L. **The Road to Salem.** Chapel Hill: U. N. C. Press. 1944. \$4.00.

The story of the Moravian settlement of what is now Winston-Salem. Translated from the autobiography of Anna Catharina Antes, written in German in 1803, and supplemented by contemporary materials gathered by the author who is a descendent of the founders of the Moravian communities in North Carolina and is at present Archivist of the Southern province of the Moravian Church.

Goerch, Carl. **Carolina Chats.** Raleigh: Carl Goerch. 1944. \$3.00.  
Out of print.

The first half of the book is devoted to miscellaneous stories about North Carolina, some historical, some humorous. The second half contains newspaper items from 1800 up to the present century and is mostly human interest material of peculiar interest to North Carolinians.

----- **Characters, Always Characters.** Raleigh: Carl Goerch. 1945.  
\$3.00.

Stories about interesting North Carolinians.

----- **Down Home.** Raleigh: Carl Goerch. 1943. Out of print.

Feature articles from *The State* magazine. The latter half of the book is devoted to a description of the historical background of each of North Carolina's 100 counties.

Green, Charlotte Hilton. **Birds of the South.** Chapel Hill: U. N. C. Press.  
1934. To schools, \$1.20.

Valuable material for use in a unit of study such as one on "Birds of North Carolina."

----- **Trees of the South.** Chapel Hill: U. N. C. Press. 1939. \$2.50.

Useful natural science material especially applicable to North Carolina. Profusely illustrated. Pp. 391-397 give pictures and text on dogwood, North Carolina State flower.

Henderson, Archibald. **North Carolina—The Old State and the New.** Chicago: Lewis Publishing Co. 1941.

Volumes I and II of this 5 volume series give the history of the State as written by Dr. Henderson. Volumes III, IV, and V contain biographical sketches of North Carolinians.

Hill, D. H. **Young People's History of North Carolina.** Raleigh: Alfred Williams. 1916. Out of print.

Formerly basal North Carolina history textbook. Available in quantity in most schools.

Hobbs, S. H., Jr. **North Carolina: Economic and Social.** Chapel Hill: U. N. C. Press. 1930. Out of print.

An excellent presentation of economic and social conditions in North Carolina. Contains maps, tables, diagrams. References at end of each chapter.

Hyman, Mary and Marks, Sallie B. **North Carolina Geography.** Supplement to *Southern Lands*. New York: Silver. 1929. 71¢.

State-adopted textbook for use in seventh grade. Helpful in other grades studying North Carolina.

Johnson, Gerald. **The Wasted Land.** Chapel Hill: U. N. C. Press. 1938.  
\$1.50.

A discussion of problems facing the Southeastern states.

Johnson, Guion Griffis. **Ante-Bellum North Carolina—A Social History.** Chapel Hill: U. N. C. Press. 1937. \$6.00.

A wealth of material portraying the social life of North Carolina during the period 1800-1860.

Johnston, Frances B. and Waterman, Thomas T. **The Early Architecture of North Carolina.** Foreword by Leicester B. Holland F. A. I. A. Published under the auspices of the Colonial Dames of America. Committee on Publication: Mrs. Peter Arrington, chm., Mrs. J. Walter Williamson, Mrs. Lyman A. Cotten. Chapel Hill: U. N. C. Press. 1941. Out of print.

A beautiful pictorial presentation of early architecture of North Carolina. A few copies of the limited edition of 900 copies are available in school and public libraries.

Kelly, Paul and Baskerville, J. C. **The Story of Conservation in North Carolina.** Raleigh: North Carolina Department of Conservation and Development. 1941. Out of print.

Discussion of the resources of the State and the need for conservation. Told in conversational style. Distributed free to all schools in 1941. Valuable supplementary book for eighth grade.

Kephart, Horace. **Our Southern Highlanders.** New York: Outing Publishing Co. 1913. Out of print.

A narrative account of adventure in the Southern Appalachians and a study of life among the mountaineers.

Knight, Edgar W. **Our State Government.** Atlanta: Scott. 1926. 80¢.  
An elementary text in government.

----- **Public School Education in North Carolina.** New York: Houghton. 1916. Out of print.

Shows the relation between social and economic forces and educational development and how the ideals of a people are reflected in their school systems.

Lawrence, R. C. **Here in Carolina.** Lumberton: R. C. Lawrence. 1939. \$3.00.

A collection of stories and articles about North Carolina and famous North Carolinians.

Lawson, John. **History of North Carolina.** Richmond: Garrett and Massie. 1937. \$3.00.

A reprint of the 1714 edition. Lawson's account of his journeys in North Carolina at the beginning of the 18th century. Gives an excellent account of early natural history and customs and morals of the Indians. Unsuitable for classroom use, but an excellent reference for teachers. Contains early maps and drawings.

Lefler, H. T. (Editor) **North Carolina History Told by Contemporaries.** Chapel Hill: U. N. C. Press. 1934. \$3.50.

An interesting source book for teachers and high school students.

Mason, R. L. **The Lure of the Great Smokies.** Boston: Houghton. 1927. Out of print.

Description and travel in the Smoky Mountain Region of North Carolina. Illustrations. Maps.

Matthews, Etta Lane. **Over the Blue Wall.** Chapel Hill: U. N. C. Press. 1937. \$1.50.

A young peoples' narrative history covering the period from Ponce De Leon to Washington. North Carolina references are indexed.

Maus, Cynthia Pearl. **Christ and the Fine Arts.** New York: Harper and Brothers. 1938. \$4.35.  
The legend of the dogwood, North Carolina State flower, is given on pages 548-549.

Mead, Martha N. **Asheville in the Land of the Sky.** Richmond: The Dietz Press. 1942. \$3.00.  
Description of Asheville and the country round about—Biltmore Estate, etc.

McCorkle, Mrs. Lutie Andrews. **Old-Time Stories of the Old North State.** Boston: Heath. 1903. 80¢.  
History stories that may be read easily by pupils in the fifth grade and above.

Morley, M. W. **Carolina Mountains.** Boston: Houghton. 1913. \$4.00  
Description and travel in Western North Carolina—Chimney Rock, Biltmore, Cherokee Indian country, Pisgah, Mitchell, Linville Falls, Blowing Rock, Grandfather Mountain, etc.

Mullen, John M. (Compiler). **Facts to Know North Carolina.** Lincolnton: Mullen Feature Syndicate. Revised edition, 1944. To schools, \$1.00 each or 80¢ in quantities of 50 or more.  
Questions and answers on North Carolina. Information about counties, North Carolina "firsts", etc.

National Park Service. **The National Parks Portfolio.** Chicago: National Park Service, United States Department of the Interior. 1931. \$1.50.  
Extensive description of national parks and monuments, including those of North Carolina.

National Conference on State Parks. **Park and Recreation Progress—1943 Yearbook.** National Conference on State Parks, 901 Union Trust Building, Washington, D. C. \$1.00.  
Information on State Parks in North Carolina and other states.

Newbold, N. C. (Editor). **Five North Carolina Negro Educators.** Chapel Hill: U. N. C. Press. 1939. \$1.00.  
Biographical sketches of five Negro leaders: S. G. Atkins, James B. Dudley, Annie W. Holland, W. P. Moore, and E. E. Smith.

Newsome, A. R. and Lefler, H. T. **The Growth of North Carolina.** Yonkers-on-Hudson, N. Y.: World. 1942. \$1.14.  
State-adopted supplementary textbook for eighth grade.

Noble, M. C. S. **A History of the Public Schools of North Carolina.** Chapel Hill: U. N. C. Press. 1930. \$3.00.  
An excellent account of the development of public education in the State from early beginnings to 1930.

Pearson, T. G., Brimley, S. B., and Brimley, H. H. **Birds of North Carolina.** Raleigh: State Museum. 1942. \$3.50.  
Data on 396 different birds recorded in the State. Twenty full-page color plates, 17 full-page black and white plates, and 140 text figures. Valuable reference. Should be in all school libraries.

Peattie, Roderick. **The Great Smokies and The Blue Ridge.** New York: Vanguard Press. 1943.  
A Story of the Southern Appalachians.

Quinn, Vernon. **Picture Map Geography of the United States.** New York: Lippincott. 1931. \$3.00.

Pictorial map and descriptive material for North Carolina, pp. 52-55.

Rights, D. L. **A Voyage Down the Yadkin—Great Peegee River.** Winston-Salem: Winston-Salem Printing Co. 1929.

An account of a voyage down the Yadkin from North Wilkesboro to Georgetown made in a 12-foot rowboat.

Rowe, Nellie M. **Discovering North Carolina.** Chapel Hill: U. N. C. Press. 1933. To schools, 70¢.

A State-adopted supplementary reader. Treats the social and economic aspects of the State's development and contains much helpful information concerning modern and contemporary North Carolinians.

Schaw, Janet. **Journal of a Lady of Quality.** New Haven: Yale University Press. 1939. \$4.00.

Description and travel in the West Indies and in North Carolina in colonial days.

Sheppard, Mrs. Muriel Earley. **Cabins in the Laurel.** With illustrations by Bayard Wootten. Chapel Hill: U. N. C. Press. 1935. Out of print.

An account of life in the Toe River Valley in the northwestern North Carolina mountain region.

Sherwood, H. N. **Makers of the New World.** Indianapolis: Bobbs-Merrill. 1936. 69¢.

A State-adopted supplementary reader for fourth and fifth grades. Contains chapters relating to Sir Walter Raleigh and Blackbeard.

Sprunt, James. **Tales and Traditions of the Lower Cape Fear.** Wilmington: LeGwin Bros. 1896. Out of print.

Stories of the Wilmington area.

Stull, DeForest and Hatch, Roy W. **Journeys Through North America.** Atlanta: Allyn and Bacon. 1944. To schools, \$1.20.

See section on South Atlantic States, pp. 147-174, also index under "North Carolina."

Vance, Rupert B. **All These People: —The Nation's Human Resources in the South.** Chapel Hill: U. N. C. Press. 1944.

A long time view of the population trends of the Nation and the South. Discussion of potential human resources and persistent problems. Maps, charts, tables, based on 1940 Census and latest available information.

Wager, Paul W. **County Government in North Carolina.** Chapel Hill: U. N. C. Press. 1928. \$2.50.

Analysis of county systems of government written for aid to teachers of civics and government in our public schools.

Warren, Jule B. **North Carolina, Yesterday and Today.** Raleigh: State Department of Public Instruction.

State-adopted textbook for fifth grade.

Watts, G. B. **The Waldenses in the New World.** Durham: Duke University Press. 1941. \$3.50.

Pages 79-162 give an authoritative account of the largest and most important Waldensian colony in North America at Valdese in Burke County, North Carolina, whose first settlers arrived in 1893.

Wells, B. W. **Natural Gardens of North Carolina.** Chapel Hill: U. N. C. Press. 1932. Out of print.

A description of the flora of North Carolina in all sections from the mountains to the seacoast.

White, Stewart Edward. **Daniel Boone, Wilderness Scout.** Atlanta: Allyn. 1926. 80¢.

Biographical sketch of Daniel Boone, his life and travel in North Carolina, Kentucky, etc. Excellent account of pioneer life and the settlement of Kentucky. For grade 8 and above.

Willis, C. H. and Saunders, L. S. **Those Who Dared.** Chapel Hill: U. N. C. Press. 1935. To schools, 72¢.

American history stories for children nine to twelve years of age.

Wilson, Charles Marrow. **Backwoods America.** (Photographic illustrations Bayard Wootten.) Chapel Hill: U. N. C. Press. 1935. \$2.50.

A description of the life and customs of rural America. Describes life typical of much of rural North Carolina.

Wootten, Bayard and Henderson, Archibald. **Old Homes and Gardens of North Carolina.** Photographs by Bayard Wootten, historical text by Archibald Henderson. Compiled by Mrs. Charles A. Cannon, Mrs. Lyman A. Cotten, and Mrs. James Edwin Latham. Published under the auspices of the Garden Club of North Carolina. Chapel Hill: U. N. C. Press. 1939. Out of print.

One hundred beautiful photographic plates and authentic historical and descriptive data on outstanding old homes and gardens in the State. A few copies of this limited edition of 1,000 copies are available in school and public libraries.

**World Book Encyclopedia.** Chicago: Quarrie. 1944.

New article on North Carolina by C. C. Crittenden. Contains 20 pages including maps, charts, tables, and illustrations.

W. P. A. Writers. **How They Began; the Story of North Carolina, County, town and Other Place Names.** 270 Lafayette Street, New York: Harian Publications. 1941. 75¢ paper.

An alphabetical listing of counties, towns and other places and how they came to be named.

----- **North Carolina: A Guide to The Old North State.** Chapel Hill: U. N. C. Press. 1939. \$3.00.

A comprehensive historical, economic, social and scenic description that covers the seacoast, the tobacco and cotton country, and the famous recreational areas of the Great Smokies. About 100 photographs. 16 maps. Sponsored by the Department of Conservation and Development and compiled by the Federal Writers' Project of North Carolina.

**Raleigh—Capital of North Carolina.** (American Guide Series.)

Raleigh: Sesquicentennial Commission. Hon. J. Crawford Biggs, chm.

A guide to the City of Raleigh. Contains a brief history of the city and discussions of education, religion, literature, music, newspapers, periodicals, and points of interest.

**II. Booklets, Pamphlets, Circulars, Etc.**

✓ Albertson, Catherine S. **In Ancient Albemarle.** 309 W. Church St., Elizabeth City: Published by the author. 1914. Out of print.

A collection of fifteen stories relating to the Albemarle region, including accounts of the first Albemarle Assembly, the Culpepper Rebellion, the piracy of Blackbeard, and the happenings in various communities during the Revolutionary period.

✓ **Roanoke Island in History and Legend.** 309 W. Church Street, Elizabeth City: Published by the author. 1914. 50¢.

Historical and legendary account of first English attempts at settlement, the birth of Virginia Dare, experiments of the Wright Brothers, and other significant events which took place on and around Roanoke Island.

✓ **Wings Over Kill Devil and Legend of the Dunes of Dare.** 309 W. Church Street, Elizabeth City: Published by the author. 1944. 50¢.

Stories gathered from old residents of Dare County, including the Indian legend of Virginia Dare, the origin of such names as Kill Devil Hill, Kitty Hawk, Jockey's Ridge, Nag's Head, etc. New edition contains story of the first airplane flight.

Brimley, C. S. **Amphibians and Reptiles of North Carolina.** Elon College, N. C.: Carolina Biological Supply Co. 1944. 50¢.

Description and key to all the amphibians and reptiles known to have occurred in the State.

✓ **The Mammals of North Carolina.** Apply to Harry T. Davis, Curator, State Museum, Raleigh. Free.

A series of 18 reprints from *Carolina Tips*, published by Carolina Biological Supply Co., Elon College, N. C.

✓ Brown, Arch B. **Historic Sands of Eastern Carolina.** Arlington, Va.: Arch B. Brown. 1937. 40. p. paper cover.

Story of early attempts to settle on Roanoke Island and an account of the experiments in flight made by Wilbur and Orville Wright at Kitty Hawk.

Bryson, Herman J. **The Story of the Geologic Making of North Carolina.** Raleigh: Department of Conservation and Development. 1928. Free.

A discussion of the origin of the different geologic formations in North Carolina and their value to the State.

Camp, Cordelia and Wilson, E. W. **The Settlement of North Carolina.** Cullowhee: Cordelia Camp. 1942. Single copies 35¢ each, or 25¢ each in lots of ten or more, postpaid.

An interesting booklet dealing with the settlement of the State. Illustrated. Contains tests and suggested activities for pupils.

Carraway, Gertrude S. **Tryon's Palace—North Carolina's First State Capitol.** Raleigh: State Department of Archives and History. 1945. Free.

A brief history of the palace which in its day was considered the finest capitol on the continent of North America.

Census Bureau, U. S. Department of Commerce. **Population, First Series, Number of Inhabitants, North Carolina.** Washington: U. S. Government Printing Office. 1941. 10¢.

----- **Population, Second Series, Characteristics of the Population, North Carolina.** Washington: U. S. Government Printing Office. 1941. 15¢.

**Constitution of North Carolina.** Raleigh: Division of Publications, State Department of Public Instruction. Free.

Curtis, M. A. **The Shrubs and Woody Vines of North Carolina.** Raleigh: Department of Conservation and Development. 10¢.

A reprint from *Geological and Natural History Survey, 1860.* Classified names of species with brief descriptions of each.

Davis, Harry T. and Brimley, C. S. **Poisonous Snakes of the Eastern United States.** Raleigh: State Museum. 10¢ each; discount for quantity.

Booklet of 16 pages with descriptions, habits, and ranges of the 8 poisonous snakes found east of the Mississippi River, plus standard first aid instructions for snake bite. Illustrated with four full page color plates and 12 text cuts.

Edmonds, W. R. and Corbitt, D. L. **The North Carolina State Flag.** Raleigh: State Department of Archives and History. 1942. Free.

A fourteen page discussion of the history of the North Carolina State flag. Illustrated.

Fitzgerald, Mary Newman. **The Cherokees, 1540-1937.** Knoxville: Clarence F. Coleman Co. 1937.

A brief history of the Cherokee Indians in western North Carolina.

**Fort Raleigh National Historic Site and Kill Devil Hill National Monument.** Both leaflets available from the Superintendent of Kill Devil Hill National Monument, Kill Devil Hill, N. C.

**Great Smoky Mountains National Park—Tennessee—North Carolina.** National Park Service, U. S. Department of the Interior, Chicago, Ill. Free:

A folder giving information about the Park and recreational facilities. Contains map showing trails and points of interest.

Grimes, J. Bryan and Corbitt, D. L. **The History of the Great Seal of North Carolina.** Raleigh: State Department of Archives and History. 1943. Free.

A forty page history of the Great Seal from colonial times to the present. Illustrated.

**Guide to North Carolina Historical Highway Markers.** Second Edition, 1940. Raleigh: State Department of Archives and History. Free.

Complete list of markers, giving legend and location of each. Illustrated.

**Hall of History.** Raleigh: State Department of Archives and History. 1943. Free.

Leaflet describing North Carolina's Historical Museum.

**Haywood, Marshall De Lancey. Sir Walter Raleigh.** Apply N. C. E. A., Raleigh. 35¢.

A reprint of Mr. Haywood's address at Old Fort Raleigh, August 19, 1913.

**Holmes, J. S. Common Forest Trees of North Carolina.** Raleigh: North Carolina Department of Conservation and Development. Revised edition, 1944. Single copies free to teachers whose classes are making studies of trees or forests; pupils or others may secure copies at ten cents each, postpaid.

An 87 page pocket handbook for the identification and study of common trees in the State. Illustrated.

**Conservation of Our Natural Resources.** Circular No. 24. Raleigh: Department of Conservation and Development. 1940. Free. Prepared especially for school children.

Brief suggestions concerning conservation of soil, forests, water, minerals, scenery, wildlife and human life.

**Information Circular.** Raleigh: N. C. State Museum. Free to teachers and libraries, in numbers for pupils. Mimeographed circulars issued at irregular periods.

Each issue treats of some North Carolina Natural History or Natural Resources, such as gem stones, fossil whales, insects, bats, poisonous plants, etc.

**Murphy, Winnie Alice. (Editor). Regional Sketches of Western North Carolina.** Bulletin of Western Carolina Teachers College. Vol. XIV, No. 6. Out of print.

A collection of brief poems, stories, and folklore of Western North Carolina.

**National Park Service. Glimpses of Our National Parks.** Chicago: National Park Service, United States Department of the Interior. 1941. Limited number of free copies available.

Description of our national parks with a discussion of their history, administration, and use. Pages 87-89 treat the Great Smoky Mountains National Park.

**North Carolina Education Association. A Century of Culture.** Raleigh: N. C. E. A. 1937. 50¢.

An historical pageant and masque commemorating the centennial of public education in North Carolina.

**North Carolina's State Museum.** Raleigh: State Museum. Free to teachers and libraries, in numbers for pupils.

Printed leaflet concerning the activities, collections, and exhibits of the Museum.

**Parker, Mattie Erma. Money Problems of Early Tar Heels.** Raleigh: State Department of Archives and History. 1942. Free.

Illustrated account of currency of North Carolina in early times.

**Reptiles of North Carolina.** Raleigh: State Museum. Free to teachers and librarians with limit of one to each.

Thirty pages of assembled reprints giving identification keys, descriptions, and ranges of the turtles, snakes, crocodilians, and lizards that have been recorded from North Carolina.

**Tar Heel Tales.** Raleigh: State Department of Archives and History. 1938. Free.

A reprint of broadcasts made over radio station WPTF, Raleigh. There are eight leaflets in the series, each dealing with some incident in the State's history, such as *The Carolina Pirates* (Blackbeard, Bonnet).

**The Tar Heel State.** Raleigh: State Department of Public Instruction. Free.

A leaflet of interesting information about North Carolina.

**U. S. Forest Service. North Carolina Forest Resources and Industries.** U. S. Department of Agriculture. Miscellaneous Pub. No. 533. Washington: U. S. Government Printing Office. 1943. 76 p. 25¢. Paper.

A summary of the survey of forest resources in the State and forest-products industries. Numerous photographs, maps, charts, graphs, tables. Valuable reference in the study of conservation and our wood-using industries.

✓ **Wetmore, Mary Emma. The Making of North Carolina.** Salisbury: Frank B. John School. 1939. 50¢.

A pageant on the making of North Carolina written and produced by sixth grade pupils.

**W. P. A. Writers. How North Carolina Grew.** Raleigh: The News and Observer. 1941. 25¢.

This 4 in. by 9 in. booklet of 98 pages gives North Carolina chronology from 1524 to 1941. Compiled by workers of the Writers Program of the W.P.A. in a project sponsored by the North Carolina Historical Commission.

### III. Magazines and Periodicals

**Agricultural Review.** Raleigh: State Department of Agriculture. Published twice a month. Sent free to citizens upon written application.

**Bulletin of the Archeological Society of North Carolina.** Membership in the Society (Dues \$1.00 a year) includes subscription. Apply to Raymond Adams, Secretary, Chapel Hill.

Contains articles on archeology of North Carolina with special emphasis on Indians.

**Health Bulletin.** Published monthly by the State Board of Health, Raleigh. Sent free to any citizen of the State upon request.

**Manufacturers Record.** October, 1943. Special article on the State entitled "North Carolina—A Story of Great Achievement", pp. 1-33. A separate reprint of this article is also available from the State Department of Conservation and Development in Raleigh.

**National Geographic Magazine.** Vol. LXXX, No. 2, (August, 1941). "Tar-heelia on Parade", pp. 181-224. Washington, D. C.: National Geographic Society. 50¢ a copy, postpaid. (Only a few copies available when this bulletin prepared. If not available at above source, try Abraham's Magazine Service, 56 East 13th St., New York).

A very good 44 page article on contemporary North Carolina; 45 excellent photographs, 21 in natural color, and modern map. Current issues and back numbers contain many articles on North Carolina.

**North Carolina Education.** Issued monthly, September—May. Official publication of the N. C. Education Association, Raleigh. \$2.00 per year. Current issues and back numbers contain many articles on North Carolina.

**North Carolina Forest Notes.** Published quarterly by the N. C. Forestry Association. Membership in the Association (\$2.00) includes subscription. Apply to Mrs. Thelma W. Sabiston, secretary-treasurer, Carthage, N. C.

**North Carolina Wildlife Conservation.** Published monthly by the Division of Game and Inland Fisheries, N. C. Department of Conservation and Development, Raleigh.

Interesting articles on North Carolina Wildlife. Numerous photographic illustrations.

**News Letter.** Published bi-monthly by the Extension Division of the University of North Carolina, Chapel Hill. Ask to be put on the mailing list.

**Newspapers.** Sunday editions of the larger newspapers of the State contain many feature articles about North Carolina, much of the material suitable for filing in the school's pamphlet file.

**North Carolina Historical Review.** Published quarterly since 1924 by the State Department of Archives and History, Raleigh. To members of the State Literary and Historical Association \$1.00 a year; to non-members, \$2.00.

Each year the April issue contains a bibliography of books dealing with North Carolina or by North Carolinians. All back numbers are available.

**Popular Government.** Published monthly by the Institute of Government, University of North Carolina, Chapel Hill. Subscription: \$2.00 a year. Single copies, 25¢.

Current discussions of governmental agencies, laws, General Assembly meetings, policies of administration, etc.

**North Carolina Public School Bulletin.** Published monthly during the school year (September to May). Copies will be sent free to principals, superintendents and libraries upon request to Mr. L. H. Jobe, Director of Publications, Raleigh.

**State School Facts.** Published monthly by the Department of Public Instruction. Free. Apply to Mr. L. H. Jobe, Director of Publications, State Department of Public Instruction, Raleigh.

**The Bulletin.** Published quarterly by the Extension Division of the University of North Carolina, Chapel Hill, for the North Carolina Council for the Social Studies. Free to members of the Council. Dues, 50¢ a year, should be sent to Dr. Gordon W. Blackwell, executive secretary, Box 1125, Chapel Hill.

Each issue gives helpful suggestions for teaching the social studies and lists suitable materials.

**The Chat.** Bulletin of the North Carolina Bird Club. Printed five times a year. Club membership (\$1.00 a year) includes subscription. Apply to Dr. A. D. Shaftesbury, Woman's College, U. N. C., Greensboro.

Contains articles on birds and news of activities by members of the North Carolina Bird Club, and directory of officers and activities of local bird clubs throughout the State.

**The State.** Published by Carl Goerch, 704 Lawyers Building, Raleigh. Published weekly. Special subscription rates to schools: one year, \$3.00; nine months, \$2.25.

Contains current news of happenings in the State and many feature articles on the history, personalities, geography, etc., of North Carolina.

**Touring.** Published periodically by The Southland Tourist Publishing Co., Asheville. 25¢ a copy.

Vol. 8, 1941-42, is devoted to Western North Carolina. Maps. Photographic illustrations.

**We The People.** Published monthly by the North Carolina Citizen's Association, Box 1987, Raleigh, N. C. Subscription: \$1.00 a year, or 60¢ in quantity.

Carries monthly articles on State and Federal government, conservation, biographical sketches, etc.

**Articles Relating to North Carolina.** Back files of various magazines such as *The State*, *North Carolina Education*, and the *North Carolina Historical Review*, contain many good articles on North Carolina. See index for each publication.

#### IV. Books—Novels, Short Stories, Poetry, Plays, Etc. by North Carolinians or With a North Carolina Setting

Allee, Marjorie. **Road to Carolina.** Boston: Houghton. 1932. \$2.00.  
A story with a Civil War setting. High school.

——— **Susanna and Tristan.** Boston: Houghton. 1929. \$2.00.

A story about two Quaker children on a trip from North Carolina to Cincinnati in the days before the War Between the States.

Battle, Kemp Plummer. **Memories of an Old-Time Tar Heel.** Chapel Hill: U. N. C. Press. \$3.00.

Anecdotes of people and happenings with interesting family stories and social history.

Boyd, James. **Drums.** (with illustrations by N. C. Wyeth). New York: Charles Scribner's Sons. 1928. Boy's Edition, \$2.50.

North Carolina in Colonial and Revolutionary times. High School.

----- **Marching On.** New York: Grosset. 1927. Out of print.

A civil war story concerning the son of a poor southern farmer.  
High School.

**Bridgers, Ann Preston and Abbott, George.** *Coquette.* A play in three acts.  
New York: Longmans. 1928. Out of print.

**Credle, Ellis A.** *Across the Cotton Patch.* New York: Thomas Nelson.  
1935. \$2.00.

A group of three stories in which children of the South get in and  
out of trouble as they enjoy life on a big farm.

----- **Down, Down the Mountain.** New York: Thomas Nelson. 1944.  
\$2.00.

A picture book about Hetty and Hank who grew turnips on the  
Blue Ridge which they hoped to trade for shiny squeaky shoes and  
how their kindness of heart almost defeated their plan.

----- **Little Jeemes Henry.** New York: Thomas Nelson. 1936. \$1.50.

Jeemes Henry wanted to go to the circus but didn't have any money.  
This is the story of how he earned it three times and what hap-  
pened when he finally went.

**Duncan, Eula G.** *Big Road Walker.* New York: Stokes. 1940. \$1.32.

Tales about Big Road Walker and Hokey told to the author by  
Alice Cannon, a Negro cook in Winston-Salem, who heard them as a  
child from her father in South Carolina.

**Fletcher, Inglis.** *Lusty Wind for Carolina.* Indianapolis: Bobbs-Merrill.  
1944. \$3.00.

Historical novel about the Huguenot settlers founding a settlement  
on the Cape Fear river.

----- **Men of Albemarle.** Indianapolis: Bobbs-Merrill. 1942. \$2.75.

Historical novel based on the early years (1710-1712) in North  
Carolina. A picture of the daily lives of Albemarle planters, their  
morals, manners, amusements, etc.

----- **Raleigh's Eden.** Indianapolis: Bobbs-Merrill. 1940.

An historical novel set in North Carolina during the Colonial Period  
and the Revolution.

**Gray, Elizabeth Janet.** *Jane Hope.* New York: Viking Press. 1934.  
\$2.00.

Life at Chapel Hill just before the outbreak of the Civil War. High  
School.

----- **Meggy Mackintosh.** New York: Viking Press. 1930. \$2.00.

Flora MacDonald and other Scotch emigrants in North Carolina  
during the Colonial Period. Grammar grades and high school.

**Green, Paul.** *The Highland Call.* Chapel Hill: U. N. C. Press. 1941.  
\$2.50.

An American History play telling the story of Flora MacDonald and  
the Cape Fear settlement. Illustrated with photographs of the  
1939 and 1940 productions in Fayetteville.

----- **In the Valley and Other Carolina Plays.** New York: Samuel  
French. 1928. \$2.50.

----- **The Lost Colony.** Chapel Hill: U. N. C. Press. 1937. \$1.50.

A dramatic presentation of the story of the Lost Colony. Illustrated with photographs from the pageant as produced at Manteo on the 350th anniversary of the birth of Virginia Dare.

**Harris, Bernice. Folk Plays of Eastern Carolina.** Chapel Hill: U. N. C. Press. 1940. \$2.50.

Plays suitable for production by Little Theatre groups.

----- **Purslane.** Chapel Hill: U. N. C. Press. 1939. \$2.50.

A novel portraying life in a rural community in middle Carolina in the early nineteen hundreds.

**Hendricks, W. C. (Compiler). Bundle of Troubles and Other Tar Heel Tales.** Durham: Duke University Press. 1943. \$2.50.

A group of North Carolina folk tales collected by W.P.A. writers from people visited in various places throughout the State.

**Hibbard, Addison. (Editor) Stories of the South.** Chapel Hill: U. N. C. Press. 1931. \$1.25.

Twenty-seven stories chosen from the field of Southern short story literature.

**House, Robert B. Miss Sue and the Sheriff.** Chapel Hill: U. N. C. Press. 1941. \$1.95.

Sketches in the boyhood life of a Halifax county lad who is now Chancellor of the University of North Carolina at Chapel Hill.

**Hughes, Hatcher. Hell Bent for Heaven.** A play in three acts. New York: Samuel French. 1928. 75¢.

**James, Marquis. The Courageous Heart.** Indianapolis: Bobbs-Merrill. 1934. \$1.00.

An interesting biography of one of the presidents born in North Carolina—Andrew Jackson.

**Johnson, C. H. North Carolina in Rhyme.** Winston-Salem: Union Publishing Co. 1911. Out of print.

North Carolina history told in rhyme. Grade 5 and above.

**Johnson, Gerald W. By Reason of Strength.** New York: Minton. 1930. Out of print.

A novel with a Cape Fear setting.

**Key, Alexander. With Daniel Boone on the Caroliny Trail.** Philadelphia: Winston. 1941. \$2.00.

An interesting story of Daniel Boone's travels in the Yadkin Valley of North Carolina and westward into Kentucky.

**Knox, Rose B. Gray Caps.** Garden City, N. Y.: Doubleday. 1932. \$2.00. Life in and around Raleigh during the Civil War. High School.

----- **Marty and Company.** Garden City, N. Y.: Doubleday. 1933. Out of print.

Life on a modern Carolina farm. Grammar grades.

Koch, Frederick H. **Carolina Folk Plays.** New York: Holt. 1928. One volume edition, \$2.33.

North Carolina folk plays, some by North Carolina writers. Useful in high school dramatics courses.

McNeill, John Charles. **Lyrics from Cotton Land.** Chapel Hill: U. N. C. Press. 1922. Out of print.

----- **Songs, Merry and Sad.** Chapel Hill: U. N. C. Press. 1932. \$1.00.  
Oertel, Theodore Eugene. **Blackbeard's Treasure.** New York: Crowell. Out of print.

A tale of the famous pirate, Captain Teach.

Page, Thomas Nelson. **Two Little Confederates.** New York: Scribner's. 1927.

Porter, William Sydney (O'Henry). **The Four Million.** Garden City, N. Y.: Doubleday. 1906.

A volume of short stories by a Greensboro boy who became one of the world's great short story writers. This and other volumes by the same author, such as *Heart of the West*, contain short stories suitable for reading aloud to the class.

Pugh, Mabel. **Little Carolina Blue Bonnet.** New York. Crowell. Out of print.

A story of a little Carolina girl in a small town. Fourth grade.

Stillman, Albert R. **Drums Beat in Old Carolina.** Philadelphia: Winston. 1939. \$1.50.

A thrilling story which takes place during the Regulation in North Carolina.

Stockard, Jerome Henry. **Poems.** Raleigh: Bynum Printing Co. 1939. \$1.50. Postpaid.

A collection of poems by an outstanding native poet. Contains four North Carolina Poems—Sir Walter Raleigh, Hatteras, John Henry Bonner, The Spirit of Vance.

Vollmer, Lula. **Sun-Up.** A play in three acts. New York: Coward McCann. 1924. \$2.00.

Walser, Richard G. **North Carolina Poetry.** Richmond: Garrett and Massie. 1941. \$3.00.

An anthology of North Carolina poetry. Biographical sketches of poets represented.

Wood, Charles. **First, the Fields.** Chapel Hill: U. N. C. Press. 1941. \$2.50.

A farm novel with a setting in the tobacco country. A picture of what happened to tobacco growers during the Depression.

Worth, Kathryn. **The Middle Button.** Garden City, N. Y.: Doubleday. 1941. \$2.00.

The story of a girl who wanted to be a doctor, Cape Fear River setting in the 1880's.

----- **They Loved to Laugh.** Garden City, N. Y.: Doubleday, 1942. \$2.00.

A story about a Quaker family in Guilford County in the 1830's.

## V. Maps and Charts

### DESK OUTLINE MAPS

**Political North Carolina.** 8½ x 11 inches. Indianapolis: George F. Cram. 1¢ each.

**Political North Carolina.** Identification map showing county and township boundaries without names, 1940. 10½ x 16 inches. Neg. 42374-A. Washington: Bureau of Agricultural Economics, United States Department of Agriculture. Free.

**Political North Carolina.** 8½ x 11 inches. County boundaries with names. Raleigh: Division of Publications, State Department of Public Instruction. 1¢ each.

**Political North Carolina.** Boundaries with names, 1940. 10½ x 16 inches. Neg. 42374-B. Washington: Bureau of Agricultural Economics, United States Department of Agriculture. Free.

**North Carolina.** Minor Civil Divisions, 1940. Scale: - 30 mi.=2.6 in. 20 x 45 inches. (Census Bureau). Superintendent of Documents, Washington 25, D. C. 15¢.

### ROAD MAPS

**Commercial Maps of North Carolina.** Distributed free by leading service stations. The one currently distributed by the Standard Oil Co. has a pictorial map on the reverse showing places of historic and geographic interest.

**North Carolina Highways.** About 18 x 40 inches. Published annually. Shows State highways, waterways, national parks, forests, State parks, Indian and military reservations. Printed in colors with North Carolina scenes on reverse. Raleigh: State Highway and Public Works Commission. Free to teachers.

### SOCIAL SCIENCE MAPS

**North Carolina Social Science Maps.** (Edited by A. R. Newsome). A set of 10 wall maps for classroom use. Chicago: Denoyer-Geppert. 1938. \$22.00. Mounted on tripod.

### WALL MAPS

Maps of North Carolina approved by the State Department of Public Instruction for accredited schools.

George F. Cram Co., Indianapolis.

CST46. Political. Markable, washable finish. Size 60 x 40 inches. Spring roller and board mounting, \$12.00.

CU46. Unlettered Outline. Size 60 x 40 inches. Wood rods, top and bottom, \$6.30.

Denoyer-Geppert Co., Chicago.

S132. Political. Size 52 x 26 inches. Spring roller and board mounting, \$8.25.

NC 9-10. Two maps, one political, one physical-political, mounted on one roller. Size 44 x 64 inches. Spring roller and board mounting, \$8.50. (These are maps 9 and 10 from the Newsome Series of North Carolina Social Science Maps.)

RS132. Slated. Size 64 x 50 inches. Wood rods, top and bottom, \$6.00.

A. J. Nystrom & Co., Chicago.

NS132. Political. Size 52 x 36 inches. Spring roller and board mounting, \$8.50.

EB132. Slated. Size 54 x 30 inches. Wood rods, top and bottom, \$6.50.

Rand McNally & Co., Chicago.

XN 32. Political. Size 60 x 40 inches. Spring roller and board mounting, \$10.75.

BB32. Slated. Size 66 x 46 inches. Wood rods, top and bottom, \$6.75.

Weber Costello Co., Chicago Heights, Ill.

N.C. State. Political. Size 52 x 26 inches. Spring roller and board mounting, \$10.00.

N.C. State. Slated. Size 60 x 50 inches. With county outlines. Wood rods, top and bottom, \$7.00.

#### MISCELLANEOUS MAPS

**List of Publications.** Raleigh: Department of Conservation and Development. Note section on maps, which lists North Carolina maps showing various features such as physiographic regions, mean annual temperatures, rainfall, drainage, railroads, etc., at prices ranging from 10¢ to \$1.00.

**A Map of North Carolina for Nature Lovers.** Printed in colors; illustrated; suitable for framing. Published by the Garden Club of North Carolina. Apply to Mrs. R. L. Butner, Arbor Rd., Winston-Salem. \$2.00 each, or \$1.60 each in lots of twelve or more. The price includes a manual containing several articles by prominent North Carolina naturalists and writers on the flora, fauna, and history of the State.

**Chart Showing Origin of North Carolina Counties.** By D. L. Corbitt and L. Polk Denmark. Raleigh: State Department of Archives and History. 1940. Free. Shows formation of counties from earlier political subdivisions giving date for each county.

## VI. Miscellaneous Materials

#### NORTH CAROLINA FLAGS

See latest Division of Purchase and Contract Certificate No. 251, FLAGS. Contractor and prices on the contract cancellable October 1, 1946, were as follows:

Louis E. Stiltz and Bro. Co.  
155 N. Fourth St.  
Philadelphia, Pa.

Size	Type I	Type II	Type III
2' x 3'	\$2.22	\$2.94	\$4.20
3' x 5'	4.50	5.10	7.10
4' x 6'	6.00	8.40	11.40
5' x 8'	8.40	11.90	15.90
6' x 10'	11.40	16.80	—
8' x 12'	16.80	25.20	—

## NORTH CAROLINA SONGS

*The Old North State.* (Official State Song) See p. 126 of this bulletin.

*Ho! For Carolina.* See pp. 127-129 of this bulletin.

*Carolina Moon.* By Benny Davis and Joe Burke. Edwin H. Morris and Co., 1619 Broadway, New York, N. Y.

*Carolina in the Morning.* By Kahn and Donaldson. Jerome H. Remick and Co., New York, N. Y.

## PHOTOGRAPHS

Bynum Printing Co., Raleigh. *North Carolina View Book.* Copyright 1943. \$1 postpaid. Sixty-five photographs of scenes in North Carolina reproduced in half-tone; 11 by 14 inches in size.

Wootton-Moulton, photographers, Chapel Hill. *Photographs.* Art prints and documentary photographs of the Seacoast, Coastal Plain, Piedmont and Mountain sections of the State are available. Write for prices.

## MOTION PICTURES, LANTERN SLIDES, ETC.

Bureau of Visual Instruction, Extension Division, University of North Carolina, Chapel Hill. Ask for free catalog containing descriptive list of films and slides. One 16 mm. motion picture circulated by the Bureau is especially recommended:

*North Carolina: Variety Vacationland.* 40 minutes—sound—color. Sent free with a paid order, otherwise 60¢ for handling and postage. Film covers recreational, scenic and historical features of the Coast, the Coastal Plain, the Piedmont, and the Mountains.

## VIII. Materials From State Agencies

## NOTE

*In making request for free materials, please send only one letter for the class as a whole. If a pupil, or committee of pupils, writes the letter, it should be checked and signed by the teacher. In most instances only one copy of a free publication is available for a class. If there is a good reason for requesting more copies, the teacher should write, explaining the use that will be made of them.*

## A. LIBRARIES.

1. *State Library* (Raleigh). No books are circulated. A wealth of material is available to teachers who are near enough to visit Raleigh and use the material in the library reading room.
2. *North Carolina Library Commission* (Raleigh). The Commission circulates travelling libraries within the State where library service is otherwise unavailable. Transportation to and from Raleigh must be borne by the borrower. A limited number of books on North Carolina may be obtained through local public libraries by schools which make request and pay transportation charges to and from Raleigh.

The North Carolina Library Commission also maintains a file of pamphlets and newspaper clippings relating to the State. The topics

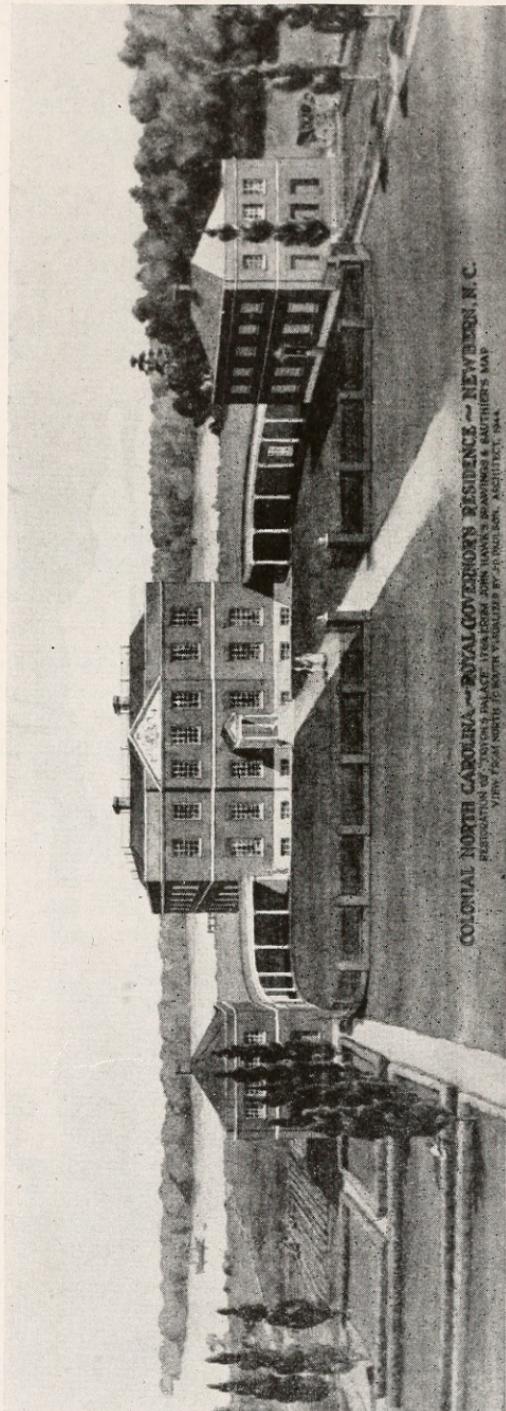
cover a wide range—from early history to present day activities. The articles may be borrowed for a period of three weeks and renewed for a similar period. As very little can be duplicated in case of loss, careful handling is essential. The only expense is postage to and from Raleigh. When requesting pamphlet material, please send ten cents in stamps; any extra postage will be returned in the package.

3. *University of North Carolina Library* (Chapel Hill). The North Carolina room in the University library contains the largest collection of North Carolina material in existence. Books are circulated primarily to regularly enrolled students, but the services of the library are available to others. Whenever possible it is advisable to do research and study within the library. Limited material is available for circulation through the University Extension Library.
4. *North Carolina State College Library* (Raleigh). The library will lend material on agricultural and technical subjects which is not available from the Library Commission and the University Extension Library. Publications of the N. C. Agricultural Extension Division and the Agricultural Experiment Station may be obtained from Mr. Frank H. Jeter, editor, Agricultural Publications, N. C. State College, Raleigh.

#### B. STATE DEPARTMENTS, COMMISSIONS, ETC.

Biennial reports and other publications are issued by various State agencies. Some of these are useful in the study of certain phases of North Carolina life. Teachers interested in material of this nature should write directly to Raleigh to the department from which information is desired. Among the State agencies are:

Department of Agriculture	State Board of Health
State Museum, Department of Agriculture	Department of Conservation and Development
Department of Labor	State Board of Public Welfare
Department of Revenue	Department of Archives and History
Highway Safety Division, Department of Motor Vehicles	State Superintendent of Public Instruction
State Highway and Public Works Commission	



COLONIAL NORTH CAROLINA - TRYON'S GOVERNOR'S RESIDENCE - NEWBERN, N.C.  
RECONSTRUCTION OF TRYON'S PALACE, 1768-1770, HANNAH SPANNINGA & BAUMHORN'S MAP  
VIEW FROM NORTH BY SOUTH VISUALIZED BY C. P. THOMSON, ARCHITECT, 1944.

## TRYON'S PALACE AT NEW BERN

Colonial and first State capital of North Carolina

Reconstructed from original records by Prof. J. D. Paulson, N. C. State College, 1944.

*Do your pupils know the story of Tryon's Palace and the exciting events leading up to the Revolution? Do they know what part North Carolina played in the struggle for independence?*

## APPENDIX

### STATISTICAL DATA AND OTHER FACTUAL INFORMATION ABOUT NORTH CAROLINA

#### Size

Area	52,426 square miles, 3,686 of which are under water.
Total land area	31,490,560 acres.
Extreme length, east to west	503 miles.
Extreme width, north to south	188 miles.
Average width, approximately	100 miles.
Frontage on Atlantic Ocean, approximately	300 miles.
Rank in size among the 48 states	27th.

#### Geographic Divisions

The fall line, running roughly parallel to the coast through Northampton, Halifax, Warren, Franklin, Wake, Lee, Moore, Richmond, and Anson counties, divides the State into two approximately equal parts. East of this line are the tidewater and western coastal plain areas; west of the line are the Piedmont and Mountain sections. The Sandhills region, a more or less distinct geographic division of probable marine origin, extends along the fall line from Lee County into South Carolina. Approximate areas:

Tidewater	7,000,000 acres.
Western Coastal Plain	7,000,000 acres.
Piedmont	11,000,000 acres.
Mountain	6,000,000 acres.

Included in these figures is the Sandhills region of about 1,000,000 acres, located largely in the Western Coastal Plain section.

#### Elevations

Topographically North Carolina is a vast inclined plane extending from the crest of the Appalachian Mountains in the west to sea level in the east. The transition from the Mountain region to the Piedmont is somewhat abrupt, the drop in altitude being approximately 1,500 feet in the space of a very few miles. The Piedmont descends gradually toward the east, having an average elevation of 500 feet in the central portion. The Coastal Plain descends gradually to the coast at the rate of about one foot to the mile. Representative city elevations are:

Waynesville	2,637 feet
Asheville	2,208 feet
Morganton	1,181 feet
Statesville	925 feet
Greensboro	839 feet
Raleigh	362 feet
Tarboro	52 feet
Camden	10 feet

The mountain area contains many peaks more than 6,000 feet in height, including Mt. Mitchell (6,684 feet), the highest point east of the Mississippi River. Forty-three peaks are over 6,000 feet high, among them:

Clingman's Dome -----	6,660 feet
Mount Guyot -----	6,636 feet
Black Dome -----	6,502 feet
Blackstock's Knob -----	6,378 feet
Richland Balsam -----	6,370 feet
Roan -----	6,287 feet
Amos Platt's Balsam -----	6,278 feet
Deer Mountain -----	6,233 feet
Reinhardt -----	6,106 feet
Big Craggy -----	6,068 feet

There are 82 peaks between 5,000 and 6,000 feet, among them Grandfather (5,946), Pisgah (5,749), and Wayah Bald (5,400).

### Climate

#### Annual mean temperatures:

	Spring	Summer	Autumn	Winter	Year
Coastal Plain -----	60	77	63	44	62
Piedmont -----	59	77	60	42	60
Mountain -----	54	71	56	38	55
State -----	58	75	60	42	59

Normal average rainfall for the State: 50 inches. Distribution of rainfall by seasons: Spring, 11.9 in.; summer, 16.9 in.; autumn, 9.7 in.; winter, 11.5 in.

#### Factors affecting climate:

(1) *Latitude*: 34° to 36°, 31' north (approximately that of the Mediterranean area).

(2) *Altitude*: The high mountains of western North Carolina act as a barrier against the cold winds from the northwest and protect the Piedmont against all but the more severe cold waves. The high altitude of Western North Carolina makes this region cooler in summer and especially attractive as a resort center.

(3) *The ocean*: Much of North Carolina is near the Atlantic Ocean and consequently the temperature of the eastern portion is tempered, both in summer and winter, by the more constant temperature of such a large body of water. Pamlico, Albemarle, and numerous other sounds also help to bring cooler summer weather and warmth in winter. The Gulf Stream, 11 miles off Cape Hatteras and 35 to 50 miles off shore at other points, probably affects land temperatures to some extent, although the prevailing winds are from the southwest or northeast.

### Population

1940 -----	3,571,623
Rural -----	2,597,448
Urban -----	974,175
N. C. population increase, 1930-1940 -----	12.7%
National increase, same period -----	7.2%
Rank among the 48 states -----	11th
Per cent of population classed as rural, 1940 -----	72.7
Per cent of population classed as urban, 1940 -----	27.3
Per cent of white population, 1940 -----	71.9

#### Major elements composing the original population:

1. Anglo-Saxon, or English	4. German
2. Scotch Highlanders	5. Negro
3. Scotch-Irish	6. Indian

**Manufacturing**

(Census of Manufactures: 1939)

<i>Group or Industry</i>	<i>Number of Establish- ments</i>	<i>Number of Wage Earners (Average for Year)</i>	<i>Wages</i>	<i>Value of Product</i>
1. Food and kindred products	636	6,145	\$ 4,927,600	\$ 62,733,084
2. Tobacco manufactures (Cigarettes)	10	15,375	13,878,525	532,439,765
3. Textile-mill products and other fiber manufactures	690	180,381	130,183,780	533,902,359
4. Apparel and other finished products made from fabrics and similar materials	37	5,199	2,279,248	14,505,397
5. Lumber and timber basic products	777	17,032	8,994,996	41,760,321
6. Furniture and finished lumber products	223	20,880	14,191,801	59,739,946
7. Paper and allied products	32	3,030	3,310,296	21,227,561
8. Printing, publishing & allied industries	270	2,255	2,670,198	13,800,913
9. Chemicals and allied products	148	3,381	2,029,197	32,697,583
10. Leather and leather products	12	960	790,724	9,788,988
11. Stone, clay, & glass products	111	3,276	1,704,783	10,683,551
12. Iron & steel & their products, except machinery	29	594	571,848	3,778,710
13. Nonferrous metals & their products	6	35	28,718	435,924
14. Machinery (except electrical)	93	1,191	1,402,543	6,058,097
15. Automobiles & automobile equipment	9	376	310,149	1,740,054
16. Transportation equipment except automobiles	6	227	95,502	493,397
17. Miscellaneous industries	136	9,870	11,919,592	75,543,928

Totals—All Industries 3,225 270,207 \$199,289,500 \$1,421,329,578

North Carolina ranks first in the nation in the manufacture of tobacco, cotton, textiles, and in the production of wooden dining-room and bedroom furniture. The State has the largest hosiery mill, towel factory, overall plant, diversified pulp mill, rayon fabricator, cordage and twine mill, hand-weaving establishment, denim mill, damask mill, underwear factory, in the world; second largest reduction plant in the world; and one of the largest pulp paper mills and rayon mills in the United States.

**Agriculture**

Number af farms, 1940	278,276
Total acreage of farm lands, 1940	18,845,000
Acres harvested, 1940	6,125,000
Total value of farm property, 1940	\$736,708,000
Value of crops, 1942	\$439,395,000
Value of livestock, including poultry, 1944	\$169,307,000
Rank of North Carolina among the 48 states in	
(a) Value of farm crops, 1940	7th
(b) Gross agricultural income, 1940	5th
(c) Cash income from agriculture, 1940	3rd
Average acres per farm, 1940	67.7
Average acres harvested per farm, 1940	22.0

Major cash crops	
1. Tobacco, 1942	545,600 acres
2. Cotton, 1942	846,000 acres
3. Corn, 1942	2,296,000 acres
4. Peanuts, 1942	266,000 acres
Commercial truck farming averages per year, approximately	218,000 acres
Peach, apple, and pecan trees of bearing age number about	5,000,000

### Forest Resources

In 1943 the total forest land in the State was estimated at 18,399,800 acres, or about 59% of the total land area. Only five states have larger forest areas than North Carolina. Of the total forest land the State owns 203,300 acres and the federal government 1,415,600 acres. Fire protection is provided for about 12 million acres. Total uncut virgin timber is estimated at 714,700 acres.

Chief commercial species: Loblolly pine, short leaf pine, red oak, sweet-gum, white oak, tupelo, yellow poplar, longleaf pine, cypress, white pine, and hickory.

The primary forest products industries manufacture \$55,000,000 worth of products each year and employ about 20,000 people.

### Mineral Resources

The thirty-year average annual value of mineral products is \$8,594,700. In the number of native minerals the State ranks first in the Union, 289 species and sub-species of minerals having been identified. The State ranks thirty-third in annual value of minerals produced, the low rank being due in part to the lack of large deposits of commercial value and in part to lack of development of known deposits. The State leads the country in production of feldspar, mica, and residual white clays. Granite is an important mineral resource, the State containing the largest open-face granite quarry in the world. Other mineral resources include coal, iron, quartz, spodumene, tungsten, molybdenum, olivine, and pyrophyllite. The manufacture of ethyl-dibromide from sea water at Wilmington is an important extractive industry in the State.

### Water Resources

An average annual rainfall of approximately 50 inches throughout the year provides an abundance of surface water for industrial, municipal, and domestic use, and makes possible the State's rank near the top among the states in water power and hydro-electric development. The chemical composition of waters from most sections of the State is suitable for manufacturing and processing.

### Water Power, 1942

North Carolina ranks sixth among the forty-eight states in amount of hydro-electric power developed, and fourteenth in total electric power produced, including hydro, steam, and all other kinds.

Electric power plants:

Hydro (Capacity 870,000 horsepower)	51
Steam (Capacity 860,000 horsepower)	21
Other types (Capacity 14,000 horsepower)	11
Total number of plants	83

**Fish and Shellfish Resources, 1942**

The Coastal Region of North Carolina, with its many rivers, its large sounds of fresh, brackish, and salt water, its seashores, bights, and offshore banks, is noted for its wealth of fish, shellfish, and other marine life.

Kind, quantity and value of fish in waters of North Carolina:

<i>Kind of Fish</i>	<i>Quantity</i>	<i>Value</i>
Food fish, 24 species	43,091,000 lbs.	\$1,702,500
Shrimp	2,073,579 lbs.	87,090
Menhaden, number	233,394,000	1,166,970
Total value of fin fish		\$2,956,560

Shellfish:

Oysters	210,150 bu.	\$ 84,060
Clams	98,318 bu.	147,477
Escallops	2,819 gals.	5,637
Soft shell crabs	57,821 doz.	57,921
Hard crabs	4,500,000 lbs.	90,000
Diamond-back terrapin	1,000 lbs.	200
Total value of shellfish		\$385,295

The annual catch of all commercial fish represents a total value of \$3,341,855 and employs approximately 12,000 workers.

Species of Fish:

Salt or brackish water species	209
Fresh water species	125
Anadromous (salt and fresh water species)	11
Total species of fish available in N. C. waters	345

**Transportation**

Roads:		<i>Mileage</i>
Total		60,461
Hardsurfaced		11,338
State maintained		49,123

Railroads:

Main trackage	4,000
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Air routes:

Several mail and passenger air routes are operating through the State.

Water:

Deep sea ports of entry are located at Wilmington and Morehead City. In 1941, the last representative year of commercial shipping, 2,819,088 tons were handled through the Wilmington port.

**Public Education, 1943-1944**

Total number of school units	4,492
Elementary	3,512
Secondary	980
Total number of pupils enrolled	833,615
Elementary	699,965
Secondary	133,650
Number of teachers and principals	25,929
Elementary	19,756
Secondary	6,173

Value of school property .....	\$128,895,790
School busses operated .....	4,826
Number of pupils transported daily .....	311,059
Transportation annual cost per pupil .....	\$8.66
Expenditure from State nine months school fund .....	\$36,968,749

North Carolina ranks second among the states in the number of pupils transported daily and fifth in the proportion of state aid provided for financing the school program.

The State provides six institutions of higher learning for white students, five for Negroes, and one for Indians. Among denominational and other



OLD WELL AND SOUTH BUILDING, U.N.C.

private colleges there are sixteen four-year colleges and nineteen junior colleges for white students, and five four-year colleges and three junior colleges for Negroes. There are thirty-five licensed business schools and colleges.

#### Recreation and Resorts

North Carolina is richly endowed with resort resources. Between the extremes of the high mountains of the western part of the State and the seacoast there is a variety of climatic, scenic, and historic attractions which make possible summer, winter, and year-round resorts. The tourist business has become one of the State's major sources of income. Numerous recreational areas have been set up by State and National park services.

Estimated number of visitors, 1943	1,500,000
The State maintains nine parks:	
1. Fort Macon, Carteret County	500 acres
2. Pettigrew Memorial Park, Washington County	200 acres
3. Morrow Mountain, Stanly County	4,135 acres
4. Hanging Rock, Stokes County	3,865 acres
5. Rendezvous Mountain, Wilkes County	142 acres
6. Mount Mitchell, Yancey County	1,224 acres
7. Cape Hatteras, Dare County	1,200 acres
8. Crabtree Creek, Wake County	5,120 acres
9. Cliffs of the Neuse, Wayne County	321 acres

The outer banks from Ocracoke Inlet north to Knott's Island have been designated as Cape Hatteras National Seashore. This area contains Fort Raleigh on Roanoke Island, birthplace of Virginia Dare, and Kill Devil Hill near Kitty Hawk, birthplace of aviation.

State-owned lakes being developed for recreation: Phelps (Washington-Tyrrell counties), Alligator (Hyde), White (Bladen), and Waccamaw (Columbus).

In the Sandhills an area of some 64,000 acres in Richmond and Scotland counties which has been leased by the FSA to the State contains recreational centers at Indian Camp (near Hoffman) and Millstone Rocks. Millstone Camp for club operation is unique in that it is built around an outcropping of large granite boulders which formerly were used to cut burrs for mills to be used in grinding grain. At Bladen Lake Forest Area are several developed recreational areas. Singletary Lake is now used as a group camp site with complete equipment of cabins, recreation and dining hall, infirmary, craft building, and utilities of pumping plant and generator for lighting facilities. Boats for the lake and extensive bathing facilities make this area very popular. Jones Lake (for Negroes) is the finest recreation area of its kind in the South. This area is well equipped with a modern bathhouse, concession stand, bathing piers and boats with picnic shelters, fireplaces, and toilet facilities.

The water areas at White Lake and Lake Waccamaw are under the supervision and control of the State Department of Conservation and Development.

Crabtree Creek Recreational Area near Raleigh consists of approximately 5,000 acres, contains four group camps, three for white and one for Negroes, which are intensively used during the summer season and occasionally during the spring, fall, and winter. These camps are completely equipped with cabins, dining hall, administration facilities, bathing docks, boats, and carefully inspected drinking water. This area also includes a number of picnic areas which are receiving extensive use by the public.

In addition to the Cape Hatteras National Seashore the State contains the eastern half of the Great Smoky Mountains National Park.

National forest preserves in the State are the Natahala, Pisgah, and Cherokee in the Mountain section, the Uwharrie in the Piedmont, and the Croatan in the Coastal Plains section.

Commercial seacoast summer resorts provide for recreation at Manteo, Nags Head, Ocracoke, Atlantic Beach, Wrightsville Beach, Carolina Beach, and elsewhere along the coast.

In the Sandhills winter resorts of national importance are found at Pinehurst and Southern Pines; Tryon, located in the iso-thermal belt at the foot of the Appalachians, attracts visitors the year round.

Summer resorts are numerous in western North Carolina, centering around Asheville. Blowing Rock, Linville, Little Switzerland, Lake Lure, Highlands, and many other places in the "land of the sky" afford excellent opportunities for the tourist and vacationist.

### CHRONOLOGY OF NORTH CAROLINA

<i>Year</i>	<i>Event</i>
1524	Verrazano, French explorer, reaches mainland of North America and touches several places in what is now North Carolina.
1584	Amadas and Barlowe voyage to Roanoke Island, returning to England with a glowing account of the new land.
1585	Grenville-Lane expedition to establish Raleigh's first colony.
1586	Sir Francis Drake rescues Governor Lane's colonists, and the first attempt at settlement fails.
1587	Governor John White lands at Roanoke with Raleigh's second colony. Birth of Virginia Dare (August 18), first child born of English parents in America. White returns to England for supplies.
1589	White returns to Roanoke, finding the island deserted and the word "Croatan" carved on a tree. A search fails to locate the colonists. The second colony becomes known as "The Lost Colony."
1629	King Charles I of England decrees that the land from Albemarle Sound on the north to the St. John's River on the south be called "Carolina" from the Latin version, "Carolus," of his own name.
1660	George Durant and others from the Virginia Colony move south to settle in what is now North Carolina.
1663	Charles II of England grants a charter to the Lords Proprietors, giving permission to colonize Carolina.
1664	Lords Proprietors select William Drummond as first governor of Carolina.
1665	First Albemarle Assembly.
1706	Bath, first town in North Carolina, chartered.
1710	Settlement of New Bern by Swiss and Germans under Baron de Graffenried.
1711	Massacre of the whites by the Indians along the Neuse River. The Cary Rebellion.
1713	Charles Eden appointed Governor.
1718	Blackbeard, the pirate killed.
1722	Edenton incorporated.
1723	Settlement of the Cape Fear region. Beaufort established
1725	Town of Brunswick established. Orton plantation purchased by Maurice Moore.
	Boundary line between Virginia and North Carolina established.
1729	Population of the State declared to be 10,000. Lords Proprietors relinquish their charter, making North Carolina a Royal Colony.

Year	Event
1733	Wilmington established.
1734	St. Thomas Episcopal Church built at Bath. This is the oldest church building now standing in North Carolina.
1744	Fort Johnson erected at the mouth of the Cape Fear.
1746	Highlanders flee Scotland and settle in the Sandhills region of North Carolina.
1749	First printing press in North Carolina.
1751	First newspaper in the State is published at New Bern.
1753	Moravians settle Wachovia.
1761	New Inlet to the Cape Fear formed by a violent storm.
1765	Tryon made governor.
1766	Resistance to the Stamp Act in the Cape Fear settlements.
1771	Battle of Alamance. A significant clash between the Carolina frontiersmen and the inhabitants of the eastern part of the colony.
1774	The Edenton Tea Party.
1775	Mecklenburg Declaration, May 20. (One of two dates on the State flag.) Daniel Boone blazes a trail to Kentucky.
1776	Battle of Moore's Creek Bridge, first Revolutionary War battle in North Carolina (February 27). Halifax Resolves, first State action on independence, April 12. (Date on State flag.)
	Richard Caswell elected first governor after the Declaration of Independence.
1780	Battle of King's Mountain—the turn of the tide in the Revolutionary struggle.
1781	Battle of Guilford Courthouse. Patriots under General Greene so weaken the forces of Cornwallis that he is forced to discontinue fighting in the interior and return to the coast for reinforcements.
1789	University of North Carolina chartered. North Carolina becomes twelfth state to ratify the U. S. Constitution.
1790	First Federal census taken. North Carolina population found to be 393,751; only Virginia and Pennsylvania had larger populations.
1792	City of Raleigh established, named in honor of Sir Walter Raleigh.
1816	Archibald D. Murphey reports on education in the State.
1825	State Literary Fund established for the purpose of opening public schools.
1833	Cornerstone for present Capitol laid. United States Mint established at Charlotte.
1835	Edward B. Dudley becomes governor, the first to be elected by a vote of the people instead of by the State Legislature.
1840	First public schools in the State opened. Present State Capitol building completed. First railroads in the State completed.
1852	Calvin H. Wiley elected first State Superintendent of Public Instruction.

Year	Event
1861	North Carolina seceded from the Union.
1862	William Sydney Porter (O. Henry) born in Greensboro.
1865	Attack on Fort Fisher.
1868	Present State Constitution adopted.
1875	The State University re-opens after having been closed since the Civil War.
1898	North Carolina enrolls three regiments for service in the Spanish-American War.
1899	First \$100,000 appropriation for public schools made.
1900	Charles B. Aycock elected governor and a campaign started for better schools.
1903	The first flight in a heavier-than-air machine made anywhere in the world by Wilbur and Orville Wright at Kitty Hawk.
1908	State-wide prohibition law passed.
1916	T. W. Bickett elected governor.
1917	North Carolina National Guard and volunteers enlist for service in the World War.
1918	North Carolinians celebrate the close of the World War. Constitutional amendment provides for a six months school term.
1920	Cameron Morrison elected governor.
1921	Legislature votes a 50 million dollar bond issue for building good roads and the first \$5,000,000 bond issue for a school building loan fund.
1924	Angus W. McLean elected governor.
1927	State Board of Equalization set up to equalize property valuations for use as a basis for making a more equitable distribution of the equalization fund.
1928	O. Max Gardner elected governor.
1929	Equalization Fund provides State-aid for extension of the school term for two months above the constitutional six months in tax districts.
1932	J. C. B. Ehringhaus elected governor.
1933	The State assumes financial responsibility for operation of the public schools for a minimum term of eight months on State standards of cost.
1936	Clyde R. Hoey elected governor. Special session of Legislature passes Unemployment Compensation Act; Old Age Pension Law, and creates Unemployment Compensation Commission.
1940	J. Melville Broughton elected governor. North Carolina National Guard called up for national defense.
1941	War declared on Germany and Japan. State begins operation on full wartime basis.
1942	State expands public school program to include 12 grades.
1943	Statewide nine months school term provided.
1944	R. Gregg Cherry elected governor.
1945	Germany and Japan surrender.

### NAME

In 1629 King Charles of England "erected into a province," all the land from Albemarle Sound on the north to the St. James River on the south, which he directed should be called Carolina. The word Carolina is from the word Carolus, the Latin form of Charles.

### STATE NICKNAME—"TAR HEEL"

When Carolina was divided in 1710, the southern part was called South Carolina and the northern or older settlement was called North Carolina, or the "Old North State." Historians had recorded that the principal products of this State were "tar, pitch and turpentine."

It was during one of the fiercest battles of the War Between the States, so the story goes, that the column supporting the North Carolina troops was driven from the field. After the battle, the North Carolinians, who had successfully fought it out alone, were greeted from the passing derelict regiment with the question: "Any more tar down in the Old North State, boys?" Quick as a flash came the answer: "No; not a bit; old Jeff's bought it all up." "Is that so; what is he going to do with it?" was asked. "He is going to put it on you'n's heels to make you stick better in the next fight." Creecy relates that General Lee, hearing of the incident, said: "God bless the Tar Heel boys," and from that they took the name.—Adapted from *Grandfather's Tales of North Carolina* by R. B. Creecy and *Histories of North Carolina Regiments*, Vol. III, by Walter Clark.

### STATE MOTTO

Nearly every State has adopted a motto, generally in Latin, for the reason that Latin is more condensed and terse than English. The motto of North Carolina, "Esse Quam Videri" means "to be rather than to seem." It is found in Cicero's essay De Amicitia, XXVI, where he says, "Virtute enim ipsa non tam multi praediti esse videri quam volunt," meaning when translated literally, "for indeed not so many wish to be endowed with virtue as wish to seem to be."

## STATE SONG

By an act of the General Assembly of 1927, the song known as "The Old North State" was legally adopted as the official song of the State of North Carolina.

# THE OLD NORTH STATE

(Traditional air as sung in 1926)

WILLIAM GASTON

*With spirit*

COLLECTED AND ARRANGED  
BY MRS. E. E. RANDOLPH

1. Car - o - li - nal Car - o - li - na! heav-en's blessings at - tend her,  
2. Tho' she en - vies not oth - ers, their mer - it - ed glo - ry,  
3. Then let all those who love us, love the land that we live in,

While we live we will cher - ish, pro - tect and de - fend her, Tho' the  
Say whose name stands the fore - most, in lib - er - ty's sto - ry, Tho' too  
As hap - py a re - gion as on this side of heav-en, Where

scorn - er may sneer at and wit - lings de - fame her, Still our hearts swell with  
true to her - self e'er to crouch to op - press-ion, Who can yield to just  
plen - ty and peace, love and joy smile be - fore us, Raise a - loud, raise to -

### CHORUS

glad - ness when ev - er we name her.  
rule a more loy - al sub - mis - sion. Hur - rah! Hur - rah! the  
geth - er the heart thrill - ing cho - rus.

*rit.*

Old North State for - ev - er, Hur - rah! Hur - rah! the good Old North State.

Dr. WM. B. HARRELL

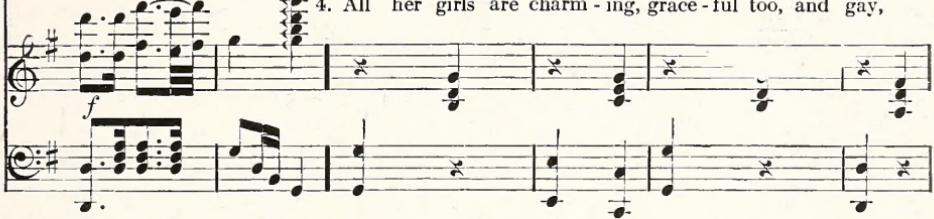
# HO! FOR CAROLINA

Mrs. W.B. HARRELL

*Moderato*



1. Let no heart in sor - row weep for oth - er days,
2. Down in Car - o - li - na grows the loft - y pine,
3. Come to Car - o - li - na, in the sum - mer time
4. All her girls are charm - ing, grace - ful too, and gay,



Let no i - dle dream - ers tell in melt - ing lays, Of the mer - ry meet - ing  
And her groves and for - ests bear the scent-ed vine, Here are peaceful homes, too,  
When the luscious fruits are hang - ing in their prime, And the maid - ens sing - ing  
Hap-py as the blue - birds in the month of May; And they steal your hearts, too,



in the ros - y bow'rs, For there is no land on earth like this fair land of ours.  
nest-ling 'mid the flow'rs, Oh! there is no land on earth like this fair land of ours.  
in the leaf - y bow'rs, Oh! there is no land on earth like this fair land of ours.  
by their mag - ic pow'rs, Oh! there are no girls on earth that can compare with ours.



## HO! FOR CAROLINA

### CHORUS

Ho! for Car - o - li - na, that's the land for me, In her hap - py

Ho! for Car - o - li - na, that's the land for me, In her hap - py

bor - ders roam the brave and free, And her bright-eyed daugh-ters—

bor - ders roam the brave and free, And her bright-eyed daugh-ters—

## HO! FOR CAROLINA



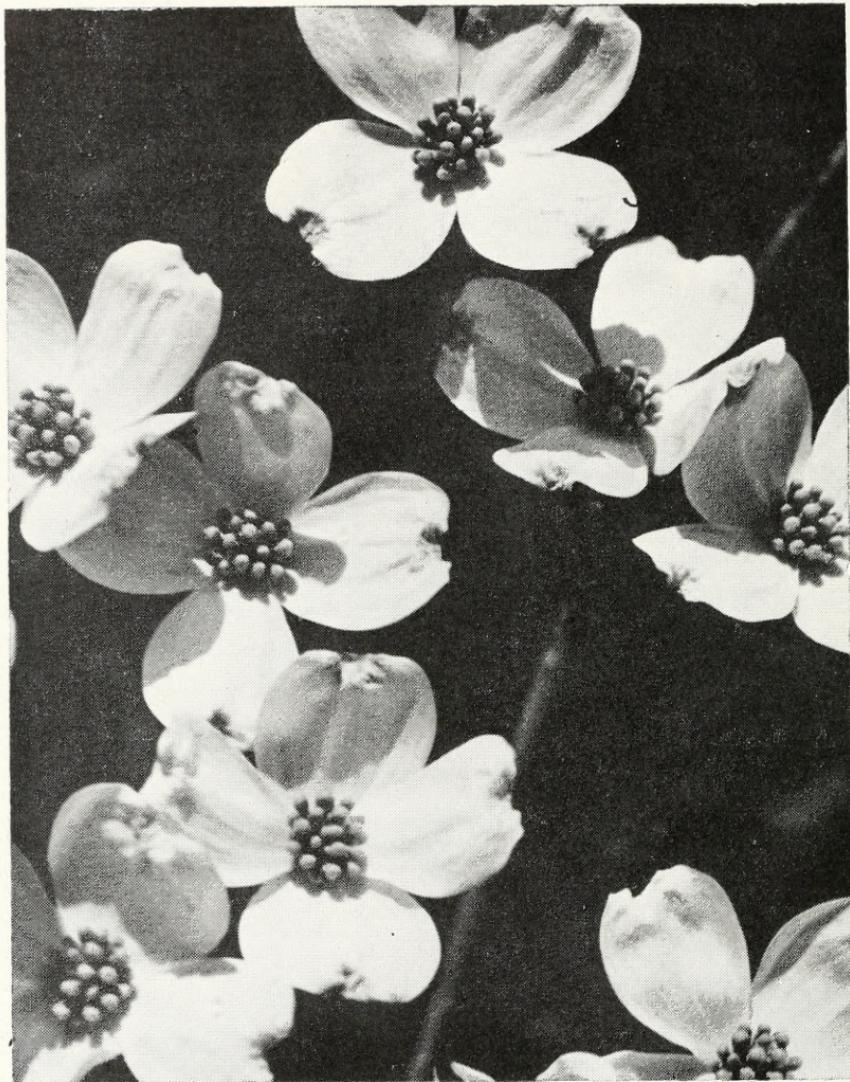
none can fair - er be; Oh! it is the land of love and sweet Lib - er - ty.



none can fair - er be; Oh! it is the land of love and sweet Lib - er - ty.



## THE STATE FLOWER



DOGWOOD

### AN ACT TO ADOPT AN OFFICIAL STATE FLOWER FOR THE STATE OF NORTH CAROLINA.

WHEREAS the Dogwood is a radiantly beautiful flower which grows abundantly in all parts of this State; and

WHEREAS, there is a great demand from all parts of the State that this Legislature adopt an official flower: Now, therefore,

*The General Assembly of North Carolina do enact:*

SECTION 1. That the Dogwood be, and it is hereby, adopted as the official flower of the State of North Carolina.

SEC. 2. That all laws and clauses of laws in conflict with this Act are hereby repealed.

SEC. 3. That this Act shall be in full force and effect from and after its ratification.

From the Public Laws of North Carolina, 1941, Chapter 289.

## **DOGWOOD**

(*Cornus florida* L.)

**T**HE dogwood, sometimes referred to in books as flowering dogwood, is found growing throughout the State, usually under the larger forest trees. It is a small tree, usually 15 to 30 feet high and 6 to 12 inches in diameter, occasionally larger, with a rather flat and spreading crown and short, often crooked trunk. The *bark* is reddish brown to black and broken up into small 4-sided scaly blocks.

The *leaves* are opposite, ovate, 3 to 5 inches long, 2 to 3 inches wide, pointed, entire or wavy on the margin, bright green above, pale green or grayish beneath.

The *flowers*, which unfold from the conspicuous, round, grayish, winter flower buds before the leaves come out, are small, greenish yellow, arranged in dense heads surrounded by large white or rarely pinkish petal-like bracts, which give the appearance of large spreading flowers 2 to 4 inches across.

The *fruit* is a bright scarlet "berry," one-half an inch long and containing a hard nutlet in which are 1 or 2 seeds. Usually several fruits, or "berries," are contained in one head. They are relished by birds, squirrels and other animals.

The *wood* is hard, heavy, strong, very close-grained, brown to red in color. It is in great demand for cottonmill machinery, turnery handles and forms. One other tree has quite similar wood—the persimmon.

The dogwood, with its masses of early spring flowers, its dark-red autumn foliage and its bright-red berries, is probably our most ornamental native tree. It should be used much more extensively in roadside and ornamental planting.

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From *Common Forest Trees of North Carolina*, p. 71.

For additional information about dogwood see Charlotte Hilton Green: *Trees of the South*, pp. 391-397.

## THE LEGEND OF THE DOGWOOD TREE\*

Has nature's garden a more decorative ornament than the flowering dogwood tree, whose spreading branches whiten the woodland borders and hillsides in May, as if an untimely snowstorm had come down upon them; and in autumn, painting the landscape with glorious scarlet, crimson, and gold, dulled only by comparison with the clusters of vivid red berries hidden among the foliage?

According to the legend, in the time of Christ, the dogwood tree was supposed to have attained the size of the oak and other forest trees, and so strong and firm was the wood of this tree, that it was chosen as the timber for the cross. The trees were greatly distressed at having been chosen for such cruel purpose, and Jesus, sensing their regret and pity for His suffering, made this promise:

"Never again shall the dogwood tree grow large enough to be used for a cross. Henceforth it shall be slender and bent and twisted, and its blossoms shall be in the form of a cross—two long and two short petals. And in the center of the outer edge of each petal there shall be nail prints, brown with rust and stained with blood, and in the center of the flower will be a crown of thorns.

"All those who see it will remember, it was on a dogwood tree that I was crucified, and this tree shall not be mutilated nor destroyed, but cherished and protected as a reminder of my agony and death upon the cross."

And so today, upon the hillsides, the dogwood tree grows as the legend promised, its branches slender, bent and twisted, bearing each spring, its snowy blossoms, and each autumn its flaming berries.

—WALTER W. FURNISS.

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\*From **Christ and the Fine Arts**, pp. 548-549, by Cynthia Pearl Maus. New York: Harper and Brothers, 1938. pp. 764.

## THE OLD NORTH STATE

### A TOAST

By MRS. LEONORA MONTEIRO MARTIN

[Written for a banquet of the North Carolina Society of Richmond, Virginia,  
May 20, 1904.]

Here's to the land of the Long Leaf Pine,  
The Summer Land, where the sun doth shine;  
Where the weak grow strong and the strong grow great—  
Here's to "Down Home," the Old North State!

Here's to the land of the cotton blooms white,  
Where the scuppernong perfumes the breeze at night,  
Where the soft Southern moss and jessamine mate,  
'Neath the murmuring pines of the Old North State!

Here's to the land where the galax grows,  
Where the rhododendron roseate glows;  
Where soars Mount Mitchell's summit great,  
In the "Land of the Sky," in the Old North State!

Here's to the land where maidens are fairest,  
Where friends are the truest, and cold hearts are rarest;  
The near land, the dear land, whatever our fate,  
The blest land, the best land, the Old North State!



### THE STATE SEAL

The Great Seal of the State of North Carolina is two and one-quarter inches in diameter, and its design is a representation of the figures of Liberty and Plenty, looking towards each other, but not more than half fronting each other, and otherwise disposed as follows: Liberty, the first figure standing, her pole with cap on it in her left hand and a scroll with the word "Constitution" inscribed thereon in her right hand. Plenty, the second figure, sitting down, her right arm half extended toward Liberty, three heads of wheat in her right hand, and in her left the small end of her horn, the mouth of which is resting at her feet, and the contents of horn rolling out. In the exergue is inserted the words "May 20, 1775," above the coat of arms. Around the circumference is the legend: "The Great Seal of the State of North Carolina," and the motto, "Esse Quam Videri."

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## THE STATE BIRD CARDINAL

(*Richmondena cardinalis*)

Adopted as North Carolina State Bird, March, 1943

**Description.** Male with throat and region around base of bill black; rest of plumage bright rosy-red; bill red; head crested. Female: much duller with the red confined to the crest, wings, and tail; the upperparts otherwise mostly brownish-ash; and the underparts ochraceous buff.

**Range.** From Iowa and Ontario south to the northern part of the Gulf States.

**Range in North Carolina.** Whole State at all seasons.

The Eastern Cardinal, often called in this State, "Redbird" or "Winter Redbird," is a common resident in most localities. Its nest of weed stems and leaves is lined with grass. Usually this is placed in a bush, small tree, or a cluster of briars at a height of from three to six feet. The eggs number three or sometimes four. They are white but well-covered with spots of lavender and various shades of brown, and measure about one inch in length.

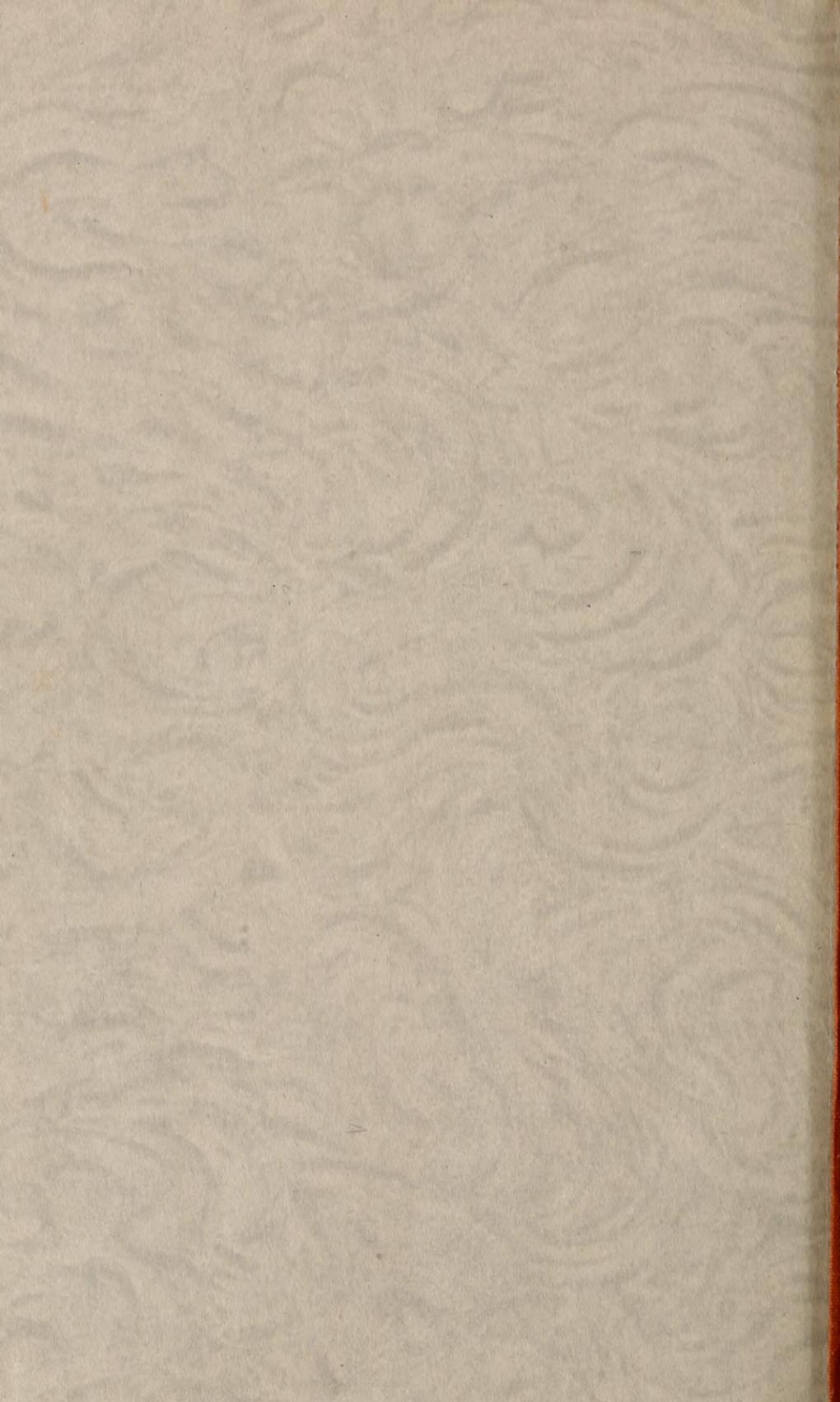
Like the towhee, this bird is pre-eminently a thicket-loving species, but it is not inclined to spend as much time on the ground, apparently preferring to eat berries in the top of a tree rather than to gather them on the earth at its base. The song is a series of loud, clear whistles that, once learned, cannot afterwards be mistaken for those of any other bird.—Pearson, Brimley and Brimley: *Birds of North Carolina*, pp. 343-345.

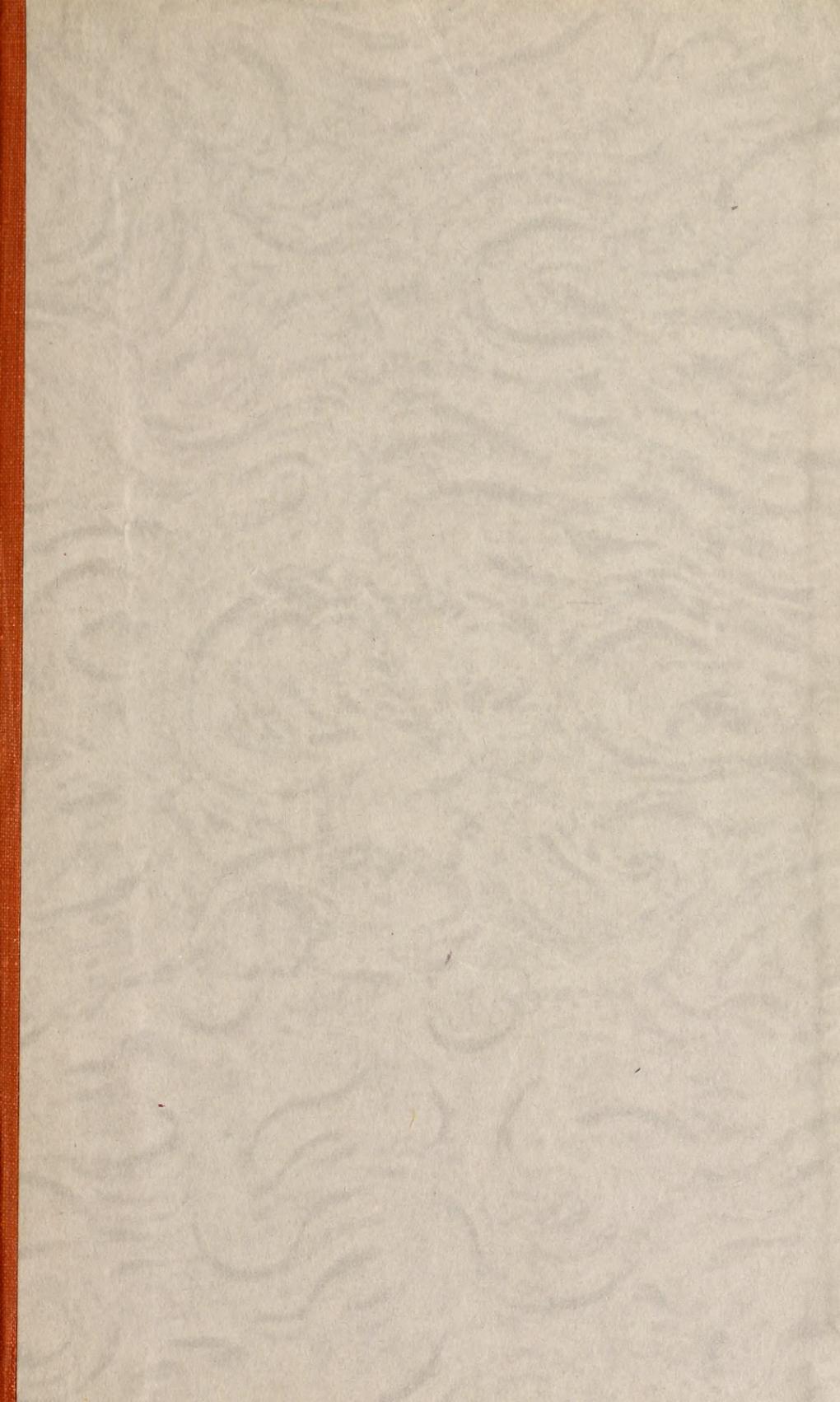












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